DOCUMENT RESUME

ED 143 801 CE 012 130

TITLE	A Guide for Counselor Involvement in Pre-Employment and Placement Activities.
INSTITUTION	Akron-Summit County Public Schools, Ohio. Job Placement Dept.
PUB DATE	[77]
NOTE	145p.; Best copy available
AVAILABLE FROM	Akron-Summit County Public Schools Job Placement Department, 482 Grant Street, Akron, Ohio 44311 ($10.00)
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Data Collection; Employment Opportunities; Guides; High School Graduates; *Job Placement; Job Training; *Occupational Guidance; Occupational Information; *Program Development; Resource Materials; Secondary Education; Secondary School Counselors; Secondary School Students; Student Placement; *Vocational Counseling; *Vocational Development; Vocational Followup

ABSTRACT

Procedures, practices, and materials contained in this guide for counselors have been field tested and successfully used in a variety of school settings. The guide has two major sections. The first section deals with the development of the original project and includes discussion of student needs assessment, staff assessment, and establishing priorities/meeting needs. The second section deals with the four components of the placement process, covered separately with accompanying field tested practices, procedures, and materials. Components are (1) data (student data, community resources, career resource file, employer data, post-high school training and education, and resource center), (2) preparation (pre-employment preparation, job seeker errors, attitude and employability, a practitioner's point of view, pre-employment materials, developing a mini-unit format, post-high school training and education, summary of preparation and exploration program, approaches for the infusion of activities), (3) placement (telephone procedures, the job order form, the job match, referral process, job development), and (4) follow-up. Appendixes contain a personal needs survey form, follow-up survey, sample student data collection forms, sample for recording employer data, and a sample employer job order form. (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED143801

A GUIDE FOR COUNSELOR INVOLVEMENT IN PRE-EMPLOYMENT AND PLACEMENT ACTIVITIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

Submitted by:
Akron-Summit County Public Schools
Job Placement Department
482 Grant Street
Akron, Ohio
44311

CE 012 130

TABLE OF CONTENTS PAGE

INTRODUCTION..... 1

DEVELOPMENT OF ORIGINAL PROJECT..... 3
Assessment..... 7
Student Needs Assessment..... 7
Staff Assessment..... 8
Establishing Priorities - Meeting Needs..... 9
Essential Questions..... 10

THE PLACEMENT PROCESS..... 11
Data..... 12
Student Data..... 13
Community Resources..... 14
Career Resource File..... 15
Employer Data..... 17
Post-High School Training and Education..... 18
Resource Center..... 19
Preparation..... 28
Pre-Employment Preparation..... 28
Job Seeker Errors..... 29
Attitude and Employability..... 38
A Practitioners Point of View..... 39
Pre-Employment Materials..... 42
Self-Assessment Activity..... 43
Final Check-List..... 44
Task/Preference/Job Preference Sheet..... 45
School and Work Activity Sheet..... 48
Core Content/Unit Building..... 53
Finding A Job..... 54
The Application..... 57
Application Activity..... 60
The Interview..... 64
Developing A Mini-Unit Format..... 67
Sample Mini-Unit..... 68
Post-High School Training and Education..... 74
Summary of Preparation and Exploration Program..... 74
Objectives..... 74
Procedures..... 75
The Structured Format..... 78
Student Evaluation Form..... 80
Consultant's Evaluation-..... 81
Approaches For The Infusion of Activities..... 82
Pre-Exit Preparation Unit For 12th Grade..... 83
A Job Placement Skills Program..... 86
A Career Guidance & Planning Course..... 90
Voluntary Program for Providing Pre-Employment & Career Information..... 93
Counselor Teacher Team Approach to Group Guidance..... 95

Placement..... 98
Telephone Procedures..... 98
The Job Order Form..... 98
The Job Match..... 100
The Referral Process..... 101
Job Development..... 101
Follow-Up..... 104

APPENDIX
Personal Needs Survey..... 1
Follow-Up Survey..... 2
Sample Student Data Collection Forms..... 3
Sample For Recording Employer Data..... 9
Employer Job Order Form..... 13

PRACTITIONER'S PRACTICES

A Guide For Counselor Involvement In Pre-Employment And Placement Activities

Guiding and assisting young people to the next step is an educational process that can begin before kindergarten and in many cases is the beginning of the placement process.

The placement process is ongoing and all schools have provided a systematic procedure for placement/advancement within the K-12 setting. Providing guidance and assistance to the next step has long been within the purview of the guidance counselor and is - in fact - a vital dimension of guidance services.

The placement process should assist all students to clarify, comprehend and reach realistic goals, whether they be occupational or educational. Providing assistance to the step beyond grade twelve has existed for some segments of the exiting student population but seldom to all segments. Many counselors find the extension of these services to all exiting students desirable. However, they lack procedures and techniques to implement activities. Counselors are not as familiar with this aspect of placement as they are the more traditional placement activities.

This guide is intended for those counselors who would like to meet the preparation and placement needs of all exiting students. The procedures, practices and materials contained here are practical, realistic, field tested and are successfully used in a variety of school settings.

We hope this guide will serve to fill in any existing information gaps so the counselor will be a vital link in helping our youth to successfully bridge the gap between school and the outside world.

DEVELOPMENT OF ORIGINAL PROJECT

Placement services entered the public schools of Ohio via the funding of counselors. As a result of the emphasis on college education, these services were directed primarily toward the college-bound students.

Data and catalogs flooded the counselors' offices from colleges across the nation. Scholarships were established for the bright student who ranked high in school or on tests. College representatives visited schools. Special assemblies were held for college-bound students.

Counselors were sometimes evaluated on the basis of how many students they aided into college and the status of the college which accepted their students. In truth, some schools were evaluated on the same basis by the community. A school's status was sometimes determined by its number of college entrants.

With the expansion of vocational programming and the advent of joint vocational schools, vocational counselors were funded and workshops or seminars established to help prepare them.

Counselors designated as vocational counselors were often concerned solely with selection of youth for vocational progams. Responsibility for job placement of vocational graduates rested with the vocational teachers. The result of these developing trands was the division of the student population into three groups: College Preparatory, General, and Trade or Vocational.

In many schools the General student shared little in the effort to place students when they left high school. Many General students were poorly prepared to enter the labor force where extremely high rates of unemployment in a highly competitive job market would result in frustration and unproductivity for long periods.

In order to meet the needs of this segment of the school population a proposal was prepared and subsequently funded by the Division of Vocational Education, Special Needs Service. The proposal contained an organized, systematic delivery system for school-based job placement services which utilized four main components: Data, Pre-employment Preparation, Placement and Follow-up. The development site was to include both the Akron City Schools as well as the Summit County System in order to provide as broad and comprehensive a base as possible.

All relevant segments in the county-wide region were involved in the planning, implementing and operating stages of the project funded from this proposal. The Chamber of Commerce, Regional Development Board, National Alliance of Businessmen, Ohio Bureau of Employment Services, Mayors Manpower Committee, Tri-County Manpower Consortium and a broad-based advisory committee working in conjunction with service groups and community agencies were utilized in this effort.

The implementation and operation of the project took place simultaneously. Special Needs criteria for "Disadvantagement" were used as criteria for target group selection. The target group was selected on a priority basis from those being most in need

of these services. The project has been in operation since 1971 and is funded by the Division of Vocational Education, Ohio Department of Education, under the Vocational Education Amendments of 1968, P.L. 90-576. There has also been an infusion of Comprehensive Employment Training Act funding on a special projects basis.

Major objectives of the project were to:

* Collect appropriate data on students target group, employers and community resources.
* Develop job openings and match students and graduates to jobs.
* Provide pre-employment preparation for target population.
* Provide follow-up of target population and employers.

The implementation of the project in a county-wide service district encompassing 19 high schools provided an operational base which included a representative sampling of school settings.

Implementation took place in rural, suburban and city schools. This allowed for field testing techniques and materials with student populations that covered a spectrum ranging from rural to inner-city.

The operational thrust of the project was pragmatic and the operatives were practitioners whose daily demands allowed for few philosophical considerations. However, the entire approach and underlying philosophy was couched in a deep commitment to humanism.

The job placement system that was developed received national attention and-as a result of its transportability and adaptability - has been adopted to meet student needs in a variety of school settings and with a variety of student target groups in Ohio and other states as well.

Basic data gathering techniques were combined with the developed approaches, techniques and materials for pre-employment preparation and have been readily utilized by guidance counselors and teachers for infusion into the existing school curriculum. These efforts were seen as an effective method of meeting the needs of the maximum number of students with minimal cost in terms of human and financial resources.

Those efforts have not only improved communication between schools and the total community, but have assisted students in bridging the gap between school and work. Students were armed with information and skills which would allow them to operate in a competitive job market with a degree of confidence they formerly lacked.

The adaptability and flexibility of this project allowed individual school systems to meet local needs by modifying the operational components. Needs assessments revealed that pre-employment preparation was a high priority that could be met without additional staffing, equipment or facilities.

ASSESSMENT - A STARTING POINT

Needs assessment is a primary step in implementing effective program development. A systematic process is necessary to gather information to identify areas and determine objectives that will receive attention.

In-school assessment involves two phases: (1) Students and (2) Staff. Implementation of both phases is essential if need areas are to be identified. The gap that exists between "What is" and "What should be" represents the unmet needs that the counselor can play a facilitating role in meeting.

Student Needs Assessment

A student needs assessment can be accomplished through the use of surveys, questionnaires or personal interviews.

SURVEY: A sample survey is included to illustrate one type of format which is currently being used. This Personal Needs Survey was the result of previous experience and field testing at Kenmore High School, Akron, Ohio. Mr. Richard Hoover and the Kenmore Guidance Department have found this to be an effective instrument. (See APPENDIX for sample)

QUESTIONNAIRE: A questionnaire can be used to determine student goals as well as student-perceived methods to achieve them. This has implications for post-secondary education and/or employment. The questionnaire can be used to determine:

* Student goals or lack of them
* Plans to achieve goals

* Relationships between goals, schooling and any previous employment
* Level of expectation
* Reality of expectation based on the above

With some modification the questionnaire format can be used to gather assessment data on out-of-school youth. (Sample Follow-Up Form in APPENDIX.) Follow-up data should also be included in the assessment process. In some cases follow-up data already exists which might be gathering dust, but could be a valuable source of information if used properly.

INTERVIEWS: In-depth interviews can be conducted in conjunction with the other procedures to provide amplification and provide further data of a qualitative and judgmental nature.

Used properly, the interview is a valuable tool but experience has shown that time consumption is a primary disadvantage. Many feel that because of some inherent drawbacks the interview should not be used as the sole method of assessment.

Staff Assessment

Staff assessment is a twofold process to determine what is already being done in terms of pre-employment preparation and placement; however, these activities are typically piecemeal and sporadic. Build on what you already have. In order to do this you must determine just what it is that you do have. This determination will maximize efficiency, avoid duplication and optimize coordination of existing activities. The following questions should serve as a guide:

* What placement activities already exist?
* Who is involved - counselors - co-op teachers - work-study coordinators - vocational teachers - administrators, etc.?
* What students are being served?
* What specific services are provided?
* Where are they being placed?
* Do any teachers present pre-employment or employability skills to their class?
* Which teachers? Which students?
* Which curricular areas?
* What is presented?
* What is the time frame?

Surveys can be used as a basis for gaging attitudes, developing in-service training and/or selection of staff participants to infuse activities at the classroom level.

The Guidance Practices Inventory, available from the Ohio Department of Education, Division of Guidance and Testing is an excellent instrument for assessment and is worth considering for use.

ESTABLISHING PRIORITIES - MEETING NEEDS

Student and staff assessments point the way to need areas that lend themselves to the assignment of priorities. This guide addresses itself to prioritized needs in the areas of preparation and placement. The specific intent is to provide procedures and practices to assist those whose demonstrated needs have gone unmet due to lack of techniques, ideas and materials which encompass pre-employment and job entry skills for general and specific audiences.

If properly implemented the placement process will meet student needs in these areas and can reasonably by expected to:

* Improve student skills in the areas of seeking, obtaining and retaining employment.
* Provide pre-employment preparation that will assist students to bridge the gap between school and work.
* Increase student awareness of the community and its resources.
* Give students information and skills to allow them to operate in a competitive job market with a degree of confidence they formerly lacked.
* Utilize community resources and opens lines of communication between the school and the community.
* Provide skills that will have a lifetime carryover.
* Allow for flexibility in meeting the student needs of local school systems.

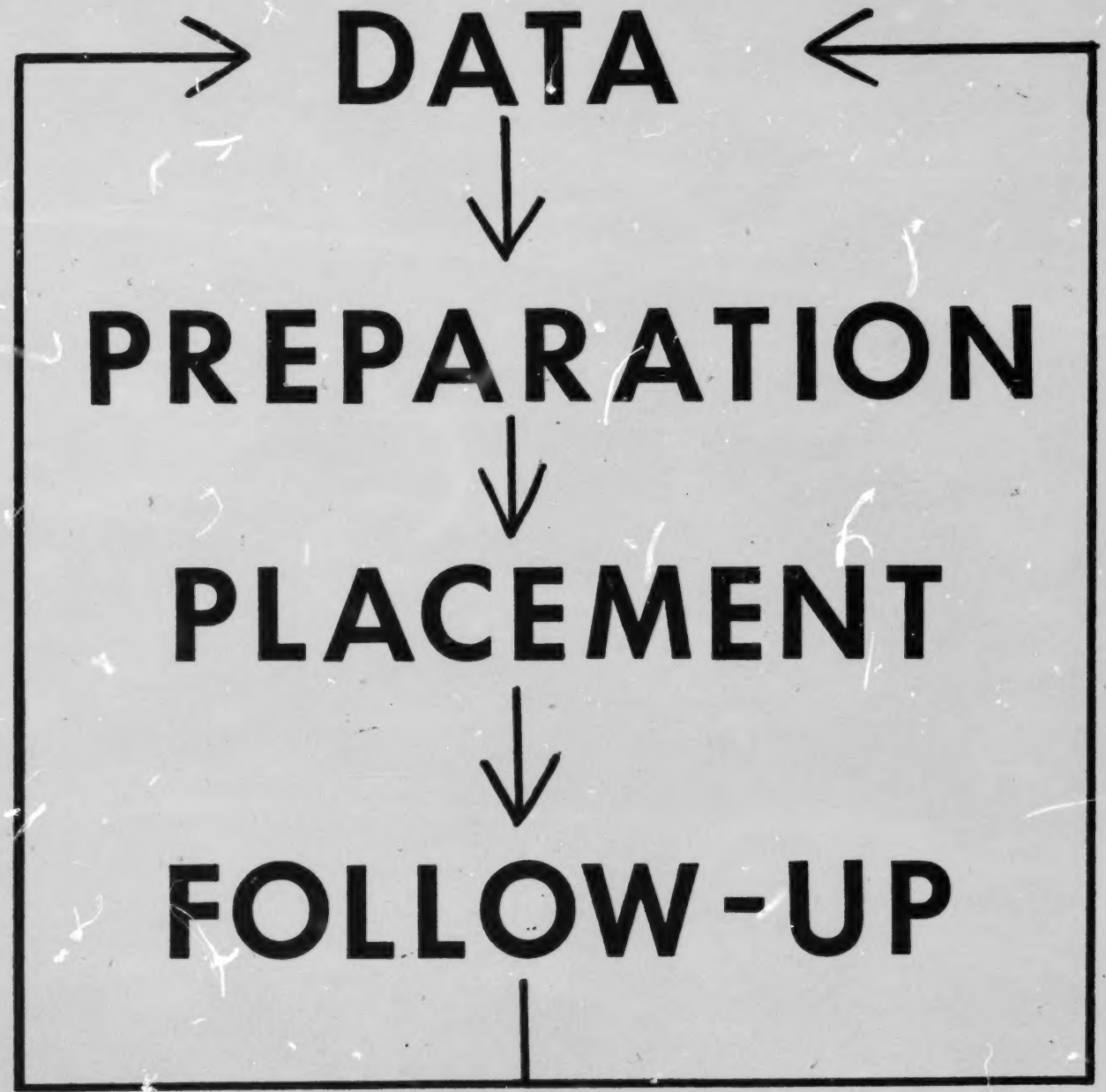
The development of specific strategies and activities to meet preparation and placement needs hinges on the answers provided to ESSENTIAL QUESTIONS:

1. Who will you serve? What specific group(s) of students?
2. What services will you provide?
3. Who will provide these services?
4. How will they be provided?
5. When will they be provided?

Without specific answers to these questions the development of specific, realistic goals and the means to attain them will be greatly hindered. Practice has proven that specific answers to these questions will lead to concrete program development and documented results.

THE PLACEMENT PROCESS

The placement process revolves around four operational components which can be modified to meet specific local needs.



The four components of the placement process will be covered separately with accompanying field tested practices, procedures and materials. The emphasis will be on practical, workable, in-use approaches. The reader is encouraged to adapt, modify or alter any materials or techniques contained therein. The only limitation is the imagination.

DATA

The foundation of the placement process is the data base. Upon that base the entire program for the delivery of services will be built. The quality of the resulting program will be commensurate with the effort and care that went into the construction of the data component. Keep in mind - data gathered and organized on a systematic basis will be used to:

* Develop preparatory programming.
* Create student awareness of and an ability to use community and employer resources.
* Bring appropriate resource people into the schools.
* Send students to related out-of-school visitations, explorations, interviews, etc.
* Coordinate school/community activities and programs.
* Improve school community communications and relations.
* Maximize use of all available resources to meet student needs.

DATA

A. Student Data

Student Data

There does not seem to be a particular method of gathering student data which could be rated as "Best". Some points to consider:

* Base the data gathering format on the types of student needs you wish to meet.
* Don't ask for information you don't need.
* Try to forsee what information you will need - going back a second and third time is cumbersome and time consuming.
* Make maximum use of data already available.
* The "Best" method is the method that works for you.
* Don't expect perfection - this is an evolutionary process and new refinements come as a result of experience.

Sample formats in use elsewhere are included for your examination.

Student data should be organized into a usable system and could be divided into a number of possible categories for purposes of pre-employment preparation, exploration, referrals and placement.

The system used can be as simple and unsophisticated as the McBee Card or as elaborate and sophisticated as current computer programming allows.

The manner in which student data will be organized and used is dependent upon the nature of the target group and the types of services to be delivered.

DATA

A. Student Data
B. Community Resources

Community Resources

Information on the community and its resources is best obtained through use of a survey conducted via personal contact, phone and mail. A combination of the three contact methods can be the most effective if the contact method used is appropriate to the nature of the resource and the type of data desired.

A great deal of data already exists so a logical beginning would be a research and review of extant information. The Chamber of Commerce or Development Board would be a good place to start as these groups either have on hand or have access to persons and data that will prove to be of value. Don't overlook the United Way or United Fund headquarters; much information on their funded agencies can be obtained at one source. Also include:

* Family service agencies
* Church related agencies
* Rehabilitation agencies
* Medical services
* Mental health agencies
* Clinics
* Youth groups
* Labor organizations
* Child guidance centers
* Legal assistance agencies

* Parent-Teacher groups
* YMCA - YWCA
* Bureau of Employment Services
* Private employment agencies
* Proprietary schools
* Governmental agencies
* Manpower Consortium (for related CETA Programs)
* Service organizations (Kiwanis, Rotary, Lions, etc.)

Once the survey has been completed the data should be assembled and organized in a systematic way for use in a resource file. The data can be a basis for referrals to meet student needs.

Career Resource File

Data on community career resources can also be collected. The information would be placed in a file and categorized by Career Cluster, Dictionary of Occupational Titles (D.O.T.) or other career grouping system. Data on individuals in the community who represent a wide variety of career areas and are willing to share their knowledge or become involved in career exploration experiences can be maintained in a file.

This is an undertaking that requires commitment and cooperation between the school and business and industry. The results can be positive and rewarding.

This undertaking need not be taken alone. In the Akron area the Kiwanis Vocational Guidance Committee gathered and assembled this data on the entire county and made the files available to all the area schools.

The file consists of a black box containing 700+ cards. The file is updated yearly. All persons in the file used by the schools are evaluated as to suitability and effectiveness and this information is used in the updating process.

Sample Kiwanis Career Guidance Reference File Card:

KIWANIS GUIDANCE REFERENCE 1975 - 1976
DEDICATED TO GEORGE T. {POP} KIDDER.

CATEGORY- MANAGERIAL AND SUPERVISORY
H/ NAME- KURT ROSS
O/ POSITION- MANAGER
M/ ADDRESS- 1513 JULIAN ST.
E/ PHONE NO.-928-7287

W/ NAME- FIRST NATIONAL BANK-AKRON
O/ ADDRESS- 9447 OLDE 8 RD.
R/ CITY- NORTHFIELD
K/ PHONE NO.-467-7127

NUMBER- 21-007

/ SERVICES AVAILABLE

/1. SPEAK TO CLASSES. NO
/2. SPEAK TO SMALL GROUPS. NO
/3. SPEAK TO INDIVIDUALS. NO
/4. ARRANGE VISITS TO MY COMPANY YES

KIWANIS GUIDANCE REFERENCE 1975 - 1976
DEDICATED TO GEORGE T. {POP} KIDDER.

CATEGORY- LAW AND LAW ENFORCEMENT
H/ NAME- SGT. WALT MARKOWSKI
O/ POSITION- POLICE
M/ ADDRESS-
E/ PHONE NO.-

W/ NAME- AKRON POLICE DEPT.
O/ ADDRESS- 217 S. HIGH ST.
R/ CITY-
K/ PHONE NO.-375-2181

NUMBER- 8-005

/ SERVICES AVAILABLE

/1. SPEAK TO CLASSES. YES
/2. SPEAK TO SMALL GROUPS. NO
/3. SPEAK TO INDIVIDUALS. NO
/4. ARRANGE VISITS TO MY COMPANY. NO

DATA

A. Student Data
B. Community Resources
C. Employers

Employer Data

Data on employers can be gathered from a number of sources. A start in this direction can be made without leaving the school setting. Sources of employer data obtainable within the school:

* Student Records - (Parents' place of employment)
* Work permits
* Ask students where they work
* Work/Study, vocational and co-op teachers
* Classroom teachers
* Yellow pages
* School secretaries (They take employer calls coming into the school)

The in-school phase is cursory and is a beginning, but to be systematic and thorough in approach, it would require the same type of survey covered in the community resource section.

A comprehensive approach to gathering employer data requires the use of multiple approaches. Letters, phone calls and canvassing can all be used in an effort to obtain employer data. Begin with existing data which may be available at the Chamber of Commerce, Civil Service Commission, local professional or trade associations and Bureau of Employment Services. Consult the business section of the public library for the latest Ohio

Manufacturers Industrial Directory for your county's listing and other available information. Do not overlook help from volunteers, retirees, students or community groups in undertaking this effort.

DATA

A. Student Data
B. Community Resources
C. Employers
D. Post-High School Training and Education

Post-High School Training and Education

Data and information on post-high school training and education has traditionally been gathered and disseminated via the guidance counselor. For this reason little space will be devoted to this area. A reexamination might be in order in light of meeting student needs.

Post-high school training and education data is just one element of the data component and should be viewed in perspective.

Emphasis should be placed on making data and information on all options available to existing students. All students should have sufficient information to make sound decisions regarding future choices.

Part of this process should involve gathering and assembling this information for easy student access. Placing these resources in a centralized location has proven to be a successful way to provide for easy access and dissemination.

DATA

Resource Center

Ideally, information and materials should be placed in a centralized location for use by students, teachers, counselors and parents. However, this is not a readily achieved goal in many buildings due to lack of space, money, equipment, etc. These roadblocks are not insurmountable and simple commitment can lead to solutions which are practical and workable.

As an example of a commitment to overcome obstacles the Akron Ellet High School Guidance Department experience might be worth examining. Keep in mind that the resource center was an outgrowth of a commitment to become involved in the pre-employment and placement process.

ESTABLISHING A GUIDANCE RESOURCE CENTER (GRC)

Ellet High School
Akron Public Schools
Akron, Ohio

During the last two years, the guidance staff at Akron Ellet High School has been in the process of developing and implementing a Career Education and Pre-Employment Program. As the program began to grow, we found it necessary to have a place which would accomodate at least 25 people and also provide space for display and storage of materials and equipment. Through the combined efforts of the guidance staff, administration, students and parents, Ellet now has an adequate Career Education facility.

RESOLVING PROBLEMS

Listed below are eight problem areas that we encountered and how we resolved them.

I. Acceptance by the administration for the need for an adequate facility for Career Education

   A. Resulted from the efforts on the part of the guidance department's pilot program with seniors and year of concentrated effort in Sophomore English classes.

II. Finding an adequate facility

   A. The renovation of the old guidance office or any other available area which could be utilized with some manpower.

III. Personnel willing to help

   A. Counselors
   B. Administration
   C. Teachers
   D. Librarian
   E. Custodians
   F. Students
   G. Parents

IV. Assessing and evaluating available materials

   A. Materials include:
      1. Career information
      2. College and other post-secondary school information
      3. Military information
      4. Job placement information and materials
   B. Current career information was obtained by writing letters to references found in the Occupational Outlook Handbook and Lovejoys Career and Vocational School Guide (typed by I.O.E. girls working in the office)

C. Selected miscellaneous reference materials purchased by our librarian

V. Acquiring money to purchase materials and equipment

A. Profits from maintenance of the pop machine in the senior lounge.
B. Child Study Department - central administration

VI. Furnishings for the GRC

A. TV, projectors, etc. - school audio-visual department
B. TV Cable - guidance department
C. Screen - mounted by custodians
D. Files - extra contributed by the secretaries
E. Unused chalkboard - installed by the custodians
F. Four bulletin boards (2 large, 2 small) built and installed by the custodians
G. Brochure racks and bookshelves:
   1. Built in woodship by students and installed by the custodians
   2. Greeting card display rack obtained from a local drug store
H. Existing closets used for reference materials and storage
I. Tables donated by custodians and librarian
J. Chairs requested from warehouse - central administration
K. Micro-fiche provided by the Child Study Department-central administration
L. Career File (to be received this summer) provided by the Child Study Department - central administration

VII. Promotion

A. Flyer distributed and facility explained in all homerooms by counselors
B. Item in school newspaper
C. PA announcements
D. PTA newsletter
E. Individual or group recommendations by counselors and teachers
F. Planned for text fall an orientation tour for all sophomores

VIII. Utilization

A. Career education classes
B. Group testing interpretation
C. Students during study halls (individuals or group)
D. Teachers for their classes - research
E. Representatives from colleges, military, private schools (individual or group)

F. Meetings:
1. Guidance - Administration
2. Guidance - Faculty

We are still in the process of getting the center organized, ordering materials and meeting the requests from teachers who wish to expose their students to Career Education.

SAMPLE REFERENCE MATERIALS USED IN RESOURCE CENTER

Articles

A. Values Clarification

"The Myth of Adulthood," Sourcebook '76, p.17.
Approach 13-30 Corp., & U.S. Army, 1005 Maryville Pike, [illegible]
TN 37920
"Values (all about you), Directions '80, Nov. '75, pp. 17-19.
University Communications, Inc. A div. of Cox Broadcasting Corp.
P.O. Box 1234, Rahway, NJ 07065 (Published 4 times
annually in Sept., Nov., Feb., and April.

B. Self Awareness

"The Myth of Adulthood," Sourcebook '76, p.7.
"Assertiveness - How to Get Control of Your Live,"
Sourcebook '76, p.53.

C. Decision Making

"The Art of Decision Making," Sourcebook '76, p.8.

D. Post-High School Education

"Career Directions; Five Ways to Train for a Job,"
Sourcebook '76, p.26.
"Who Needs College," Newsweek, April 26, '76, p.60 (reprint)
"Slim Pickings for the Class of '76," Time, March 29, '76.
(reprint)
"Should You Go to College," Sourcebook '76, p.31.

E. Understanding - World of Work

"Slim Pickings for the Class of '76," Time, March 29, '76
p.46. (reprint)
"After High School What?", Sourcebook '76, p.4.
"Application's a Vital Step In Getting A Job: Be Prepared,"
Ann Landers.
"Want Ad - Hunter Jobs?", Akron-Summit County Schools, Job
Placement Department, 482 Grant Street, Akron, OH 44311
"Finding A Job," Akron-Summit County Public Schools, Job
Placement Department
"The Interview," Akron-Summit County Public Schools, Job
Placement Department

Films

A. Values Clarification

Future Shock - McGraw-Hill Inc.
Eye of the Beholder - Stewart Reynolds Productions
Blue Collar Trap - 1972 NBC White Paper - NBC

B. Self Awareness

After High School What? - Brigam Young University
Revolution In Relevance - Data Films Co.
Marilyn Van Derbar - All Successful People Have It
NVD Motivational Institute
Bob & Caren & Ted & Janice

C. Decision Making

Making a Decision Is - Churchhill Films Co.
The Choice Is Yours
Modern Life - Choices & Conflicts - Bisgusgow Productions
Marilyn Van Derbar - All Successful People Have It

D. Post-High School Education

Bob & Caren & Ted & Janice - 1973 Datafilms
The Choice Is yours - 1972 ACI
After High School What? - ACI
City at The Summit - 1975 Summit County Historical Society

E. Understanding - World of Work

The World of Work - Counselor Films
City at The Summit - Summit County Historical Society

Other Resources

Sample letter and resource form to staff members, Ellet and Kenmore High Schools, Akron Public Schools, Akron, Ohio
Career Guidance Unit Evaluation, Ellet and Kenmore High Schools Akron Public Schools, Akron, Ohio
Directions '80, Nov. '75, University Communications, Inc., P.O. Box 1234, Rahway, New Jersey 07065 - Published 4 times annually.

Directions '80, Feb. '76, University Communications, Inc.

Sourcebook '76, Presented by the U.S. Army.

Sourcebook '77, Presented by the U.S. Army.

Summer, A Sourcebook Supplement for Seniors 1977, Presented by the U.S. Army.

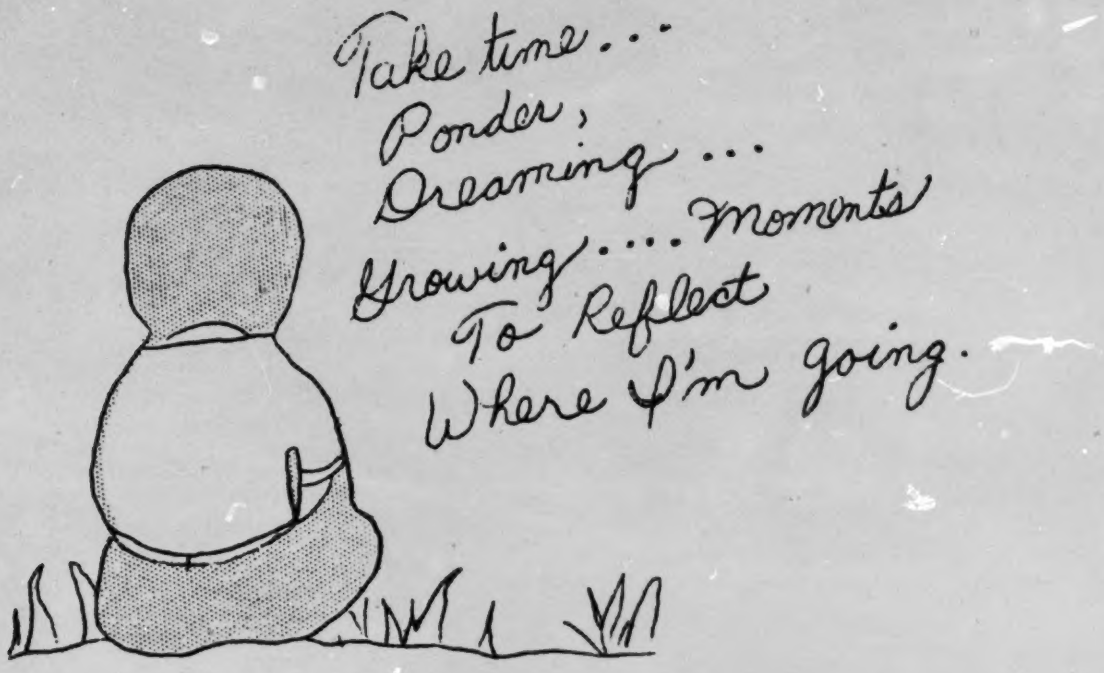
Post-High School Education

Ohio Higher Education Notebook - Vol. I & II, 1976, Ohio Department of Education, Division of Guidance & Testing, 65 S. Front St., Columbus, OH 43215
Directory of Trade and Technical Schools
Occupational Outlook Handbook

Library - Career file and other career information
Akron Public Library (reprint)
Career and Guidance Material available in school library
Facing Facts about Your College Career
The Prudential Insurance Company of America, 1974
Facing Facts about the Two-year College, The Prudential Insurance Company of America, 1973
Facing Facts about Vocational Education for Your Career, The Prudential Insurance Company of America, 1975
After High School What? A Scriptographic Booklet by Channing L. Bete Co., Inc., Greenfield Mass., 1973
What You Should Know About Choosing A College or University, University of Evansville, Evansville, IN
Financial Aid For College Bound Ohio Students, Ohio Board of Regents, Student Assistance office, Columbus, OH 43215
Towards College In Ohio, 1977, The Ohio College Association
Going Right On, Information and advice for minority students who want to continue their education after high school, Carl E. Drummond, CEEB, 1975
"A Guide for Education and Training Beyond High School", Ellet Guidance Department
Philosophy of Financial Aid, Ellet Guidance Department
"Scholarship Services", Information, Ellet Guidance Department
Eleventh Annual Report on College Costs, East Ohio Gas Company, Public Relations Department, 1717 East 9th Street, Cleveland, Ohio 44114

World of Work

Introduction to the World of Work, The Ohio Bureau of Employment Services
How To Get A Job, The Onio Bureau of Employment Services, 145 South Front Street, P.O. Box 1618, Columbus, Ohio 43216
The Career Planning Workshop, Department of the Army and Air Force, Office of the Adjutant General, 2825 Grandille-Dublin Road, Worthington, Ohio 43085



AFTER HIGH SCHOOL--WHAT?? BEGIN PLANNING NOW!

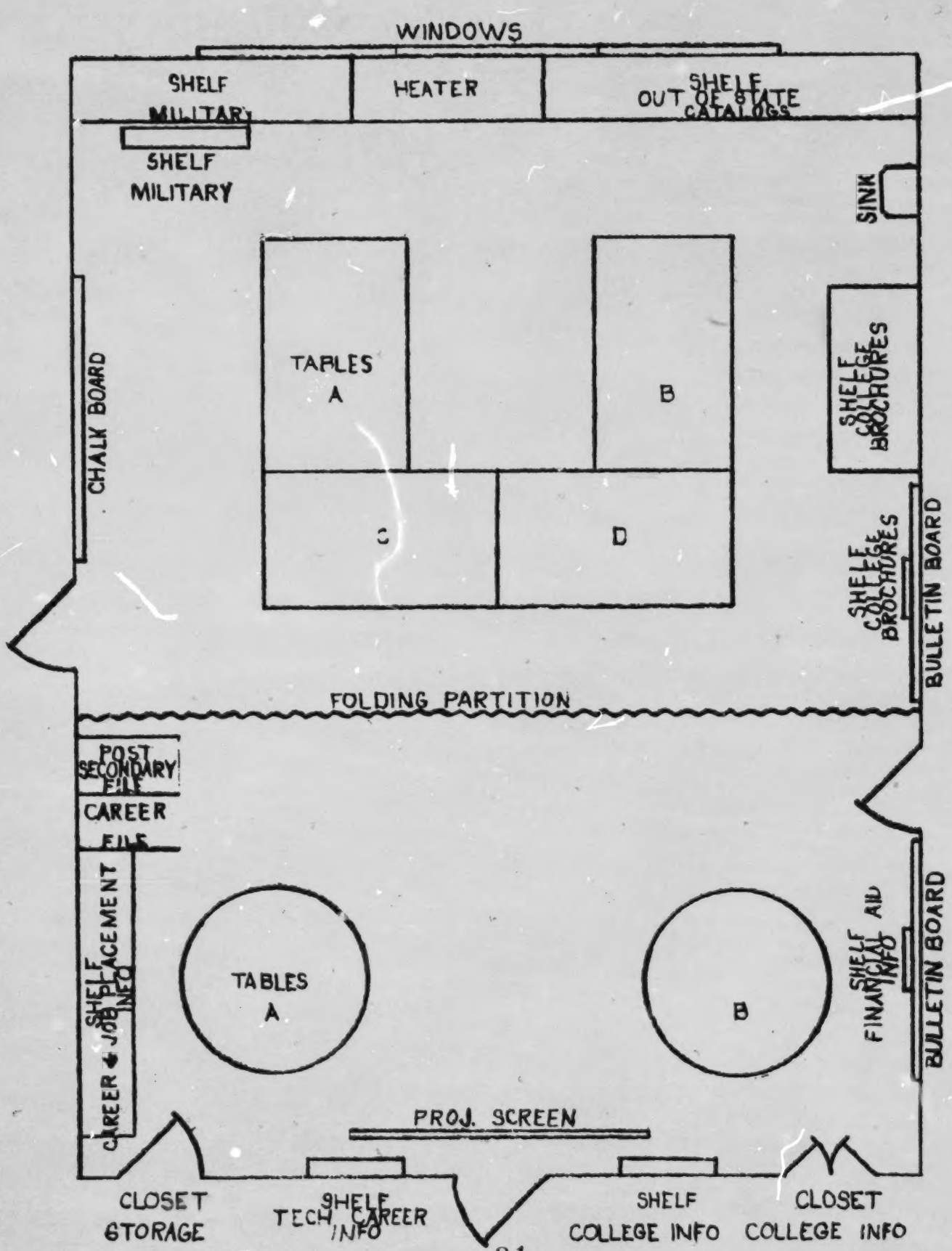
A new facility is now available to help you in making future plans.

WHAT: The Guidance Resource Center (GRC) contains reference materials pertaining to careers, job placement and training programs after high school as well as college and financial aid information.

WHERE: The GRC is located next to counseling offices.

WHEN: The GRC is open periods one through nine. Any student may use the facility during study halls or lunch period. Teachers wishing to use the center for an entire class or sizeable group should contact the guidance department to schedule a date.

HOW: Students should report directly to the GRC before the tardy bell rings. Attendance will be taken and a special GRC slip will be sent to the appropriate study hall teacher. Once a student has reported to the GRC he must remain the entire period.


WINDOWS
SHELF MILITARY
HEATER
SHELF OUT OF STATE CATALOGS
SHELF MILITARY
SINK
CHALK BOARD
TABLES A
B
C
D
SHELF COLLEGE BROCHURES
SHELF COLLEGE BROCHURES
BULLETIN BOARD
FOLDING PARTITION
POST SECONDARY FILE
CAREER FILE
SHELF JOB PLACEMENT INFO
CAREER
TABLES A
B
SHELF FINANCIAL AID INFO
BULLETIN BOARD
PROJ. SCREEN
CLOSET STORAGE
SHELF TECH CAREER INFO
SHELF COLLEGE INFO
CLOSET COLLEGE INFO

PREPARATION

An analysis of the assessment results and the data gathered should be made in order to develop strategies and activities for specific target populations in order to meet student needs. These strategies and activities constitute the preparation component which can be divided into two main areas: (1) Pre-Employment and (2) Post-High School. However, it should not be assumed that the two areas are mutually exclusive. Depending upon the nature and needs of the target population there is a great deal of room for flexibility in combining the two areas.

PREPARATION

A. Pre-Employment Preparation

Pre-Employment Preparation

Pre-employment preparation will receive the major emphasis as it is the least traditional in terms of counselor involvement.

A program of pre-employment preparation would include the following goals and outcomes:

* Improve student skills in the areas of seeking, obtaining and retaining employment.
* Provide pre-employment preparation that will assist students to bridge the gap between school and work.
* Increase student awareness of the community and its resources.

* Give students information and skills to allow them to operate in a competitive job market with a degree of confidence they formerly lacked.

* Utilize community resources and opens lines of communication between the school and the community.

* Provide skills that will have a lifetime carryover.

Many youth face extreme difficulty in making the transition from the world of school to the world of work. In many cases the errors made by today's youth, - even though glaring, - are easily corrected once they are recognized. Because of inexperience and lack of adequate preparation, many of our young people are condemned to commit and recommit the same errors, only to face the constant frustration that results from repeated failure.

The remedy is simple: adequate pre-employment preparation. Knowledge of the facts and a recognition of the necessity to disseminate them to those who will benefit, will create in our youth AWARENESS of themselves and an AWARENESS of the realities of successfully competing in the world of work.

Based on experience in working with youth, the schools and employers, the following have been found to be the most common errors made by young job seekers:

1. Unsuitable appearance
2. Negative attitude
3. Poor attendance
4. Lack of punctuality
5. Unrealistic wage demands
6. Unrealistic expectations
7. Lack of knowledge of the job market
8. Lack of training
9. Unreliability

10. Falsification of information

11. Failure to apply alone

12. Failure to get along with others

The following case histories have been included as they most typify the points being made. The reader should do some preliminary thinking in terms of specific activities that could be used to correct these errors.

1. UNSUITABLE APPEARANCE

Many young people fail to see themselves as others might view them. This factor combined with a growing tendency to "Do my own thing," results in many failures to "land that job". There is a need to create a sensitivity to the needs and desires of the employer.

Fred, an 18-year-old, failed to find employment as an auto mechanic until he realized that the employer didn't view his wearing of a big black hat pulled low over one eye as "cool."

Ben, 19, didn't find employment as an aluminum siding applicator while seeking work in a suit and tie. He did find success when dressed in "work" clothes.

Bob, an 18-year-old, couldn't see getting his long hair cut to get a factory job because, "a lotta guys workin down there have hair longer than mine." He failed to realize that he must be hired by the personnel office, and that their standards were different than those of the factory foremen.

Lori, 17, saw the interview situation as a threatening experience and tried to overcome her youthful appearance with clothes and makeup more suitable for "a lady of the evening." Once she was made to realize the real nature and purpose of the interview, her appearance changed and she found success.

If the applicant can be shown the importance of knowing the nature of the job sought and the desires of the employer, many appearance problems will disappear.

2. NEGATIVE ATTITUDES

Attitude manifests itself in many ways, and many young people are totally unaware of the "signals" the prospective employers pick up. Youth should be made to see that negative signals, as perceived by the employer, will not get positive results. Some of these signals are more subtle than others.

Floreen a 17-year-old, went into a chicken carry-out to see about a job. The busy manager asked if she wanted a dinner or a snack. She replied, "I don't want no X#! chicken, I want a job! She ended up without either. Frustrated by a long chain of rejections, she sought help and related this incident. She had no idea of the errors she had made until they were pointed out to her.

John, 18, was an affable young man who felt he could handle job interviews with confidence. However, he couldn't seem to land the job. His previous interviews indicated that he seemed all too eager to discuss the negative points of his previous employers, teachers, etc.

Wanda, a recent secretarial graduate, seemed eager and bright, until faced with the interview situation, when she was overcome with reticence. When asked if she would like to tour the office of a large company during an interview, her response of, "I don't care" was perceived as just that. In fact, in her response, acting out of fear, she was trying to say that she was willing to do anything requested.

Joan, a recent graduate, was informed by the employer that she was lackadaisical. She responded with, "What's that mean?" When asked to look it up in the dictionary, the response was, "I don't care to know that much."

We all know of many other examples which point out the negative attitudes of today's youth, but this isn't the purpose of the

examples cited. Too many young people unintentionally send negative signals and suffer for their ignorance, which stems from lack of information and preparation.

3. POOR ATTENDANCE

Many youth fail to see the importance of attendance while in school, and later suffer the consequences, after the damage has been done. A common reaction of the young is, "when you're working it's different --- somebody's payin' you for that."

When asked if there were any questions after a pre-employment clinic stressing attendance, one hand was raised. The question? "Can I get a day "offa" school to look for a job?"

In another clinic a young man said, "You mean if I go hunting, it's gonna count against me the same as if I were sick?"

In a study conducted by the Akron Area Personnel and Guidance Association, the unmistakable conclusion was reached that there is a correlation between school attendance and attendance on the job. A carryover exists after the young exit school.

Failure to comply with the employers' absence and sick leave procedures is one of the major causes of youthful employees being dismissed.

John, 18, high school dropout, was fired from a manufacturing concern for leaving during working hours without notifying the employer or punching out. He later claimed he had become ill and was afraid he would be refused permission to leave. He was denied consideration for reinstatement.

Far too many young people feel that only unexcused flicking absences count against them. Hunting trips, family emergencies, etc., are felt by them to be legitimate reasons for absence and are not to be counted against them. While the school is concerned with differentiating reasons for absence, THE EMPLOYER IS NOT.

4. LACK OF PUNCTUALITY

> Sarah, dropout, had a job history that was spotty, at best. By special arrangement, an interview was scheduled with a sympathetic employer. Her arrival was two hours late. She hadn't called ahead or offered an excuse. She couldn't understand why she didn't get the job.
>
> Tim, high school senior, had three study halls in a row in the mornings. Having an excellent academic record led Tim to believe that being in the first period study hall on time was not really necessary. A potential employer was anxious to interview him prior to graduation on the basis of his academic record. The much awaited interview had a dismal ending for Tim. He couldn't believe that his innocent but constant tardiness would eliminate him from the job he so badly wanted. It did.

It's hard for many young people to realize that mere minutes can mean so much. The importance of being there on time must be stressed. It begins at school.

5. UNREALISTIC WAGE DEMANDS

Many young people have an unrealistic concept of their monetary worth in the market place. As a result, many face long periods of unemployment.

> Bob, 18, high school graduate, was interested in some type of apprenticeship, but was ineligible due to a number of factors, one of which was a very poor academic record. He then decided that, "to make anything less than $4 an hour is a waste of my time." Bob is still unemployed.

Ken, 18, high school graduate, was still unemployed ten months after graduation. The lack of job skills combined with unrealistic wage demands guarantees a continuation on an unemployed status. Refusal to accept a minimum wage makes him further unemployable as employers question the long period without work history.

John, 18, high school graduate, would not take entry level employment, which his background and experience suited him for. He was holding out for a job on the loading docks, which in reality, was closed to him. The prospect of "Big Money" was too alluring to make him see his situation in a realistic light. "Man, why should I work for peanuts?"

The realization of one's worth in the market place is an important first step to successful job hunting.

6. UNREALISTIC EXPECTATIONS

Mary, 17, high school student, was unable to keep a job. She attributed her job hopping to the unreasonableness of employers. At the heart of the matter was her refusal to follow week-end work schedules which coincide with peak periods in the food industry. As she said, "You're only young once, and I am not giving up a big party or a date for some dreary job."

Craig, 18, high school graduate, landed a good job in a factory after he had been referred to a number of places. He claimed he was desperate for work and was willing to do anything. He quit after one week, saying the hours were too long the work too hard. "Hey man, you gotta right to do a little living too. I mean there's gotta be more to life than work, right?"

Examples of this kind are endless. Young people should be made aware of the realities of job situations.

Personal priorities should be tempered with reality.

7. LACK OF KNOWLEDGE OF THE JOB MARKET

Unemployment is often the result of ignorance of labor market facts. Too often hearsay and rumor become the sources of information which young people act upon, to their detriment.

Tony and Fred, both graduates, had heard of the boom in construction in Florida. With visions of high paying construction jobs and "fun in the sun," they both headed south on borrowed money. Needless to say, they didn't find the pot of gold at the end of the rainbow. The resulting hardships they suffered could have been avoided, had they checked reliable sources of information.

Lou, a graduate in a vocational welding program, spent his accumulated savings to finance his way to Alaska, where his fame and fortune would be found by working on the pipeline. A rude and costly awakening awaited him there.

Anita, 15, dropout, quit school in order to get a job and rent an apartment so she could live alone. Totally unaware of labor market facts regarding those fifteen years of age with her school record, she placed herself unnecessarily in an untenable position.

We owe it to our youth to inform them of the community resources that are available. Knowledge of where to get this type of information should be part of everyone's education.

8. LACK OF TRAINING

Lack of job skills can prevent a number of youthful applicants from finding employment.

Lana, 18, high school graduate, was seeking an office job. After four months of hunting, she gave up. Her only office skill was the one year of personal typing she had in school. Her failure to assess her suitability to the job being sought caused her much frustration and resulted in a lack of employment.

Ed, 19, high school graduate, was still unemployed eight months after graduation. His hopes were pinned on an apprenticeship in the building trades. His lack of math skills prevented him passing entrance exams. Failure to take advantage of refresher courses in math offered between exams insures him of continual unemployment.

Shirley, 17, dropout, wants hospital work. When asked what type of work she expects to do, her reply was, "I don't

know, just something in a hospital, but not a tray girl or anything like that." At the same time, she rejects any opportunities to finish high school in order to get advanced training.

Awareness of job requirements is a needed part of any pre-employment preparation.

9. UNRELIABILITY

The dropout, the job hopper, and those with dubious job histories fail to realize the impact of their past actions, as well as the meaning of those actions to prospective employers.

Melinda, high school senior, was a capable assembler when she was there. Her million and one excuses didn't impress an employer whose production schedule depended on knowing whether she would be at work on a given shift. Losing another job was the last thing she needed.

Kevin, graduate, had eleven jobs in six months. He had also changed residences eight times. His inability to find the twelfth job was a perplexity to him. Once he was made to see the value in building a stable job history in an entry level job, with the prospect of promotion based on ability, his attitude changed.

If we can show those with less desirable job histories how to build a positive image, we have created assets out of liabilities.

10. FALSIFICATION OF INFORMATION

A lesson to be learned by some young people, who tend to be geared to the NOW, is summed up best by the old addage, "The chickens come home to roost."

Lanny, a dropout, was given an administrative discharge for incorrigibility by the military service. He told the employer that he was released because they couldn't provide the guaranteed training. He was later dismissed from the job for lying on the application and not for the real reason for his discharge, which was of less importance to the employer than his ability to do the job.

Monte, a graduate, was dismissed from his place of employment when it was discovered he had failed to mention his previous involvement with the criminal justice system.

Doreen, 17-year-old dropout, got a factory job by stating she was 18 years of age on her application. Serious consequences developed when this was brought to light during a workmen's compensation investigation.

Honesty Is Still The Best Policy

11. FAILURE TO APPLY FOR A JOB ALONE

Phyllis, high school senior, was referred to an employer for an office position. Since the family car was in use, she asked some friends to take her to the interview. In her generosity, she asked them if they would be interested in applying as well. Needless to say, the employer was not prepared for the arrival of three applicants and felt that the easiest way to extricate himself from the awkward position he was now in was to reject all three.

Len, 18-year-old graduate, had heard of an opening at an auto service center. Telling his friends of the good news, they all decided to go together and apply. The service manager figured that hiring one would alienate the others and that hiring two would be unproductive. He didn't hire any of them.

The personnel officer of one corporation still talks about the time a much older applicant was discovered in the midst of a group of high school seniors who were being screened and processed for June hiring. It seems the "applicant" wasn't interested in employment but was interested in the progress of her son, whom she had accompanied.

Always Apply For A Job Alone!

12. FAILURE TO GET ALONG WITH OTHERS

Jim, an 18-year-old drafting graduate, was hired before graduation, on the basis of his academic record. A follow-up after six months revealed he had been dismissed. The reason? His work was excellent, but his negative, surly attitude was a cause of constant disruption to those around him.

Wanda, a 17-year-old, was efficient as a cashier but lost two jobs within three months. While her work was good, her penchant for spreading gossip about fellow workers was a cause of constant concern to the employers. The simplest way to solve the problem was to get rid of her.

Fred, 19, admitted he had a problem holding jobs, and was sure he knew why. "It's plain bad luck. Every time I've run into a boss who hassles you for nothing." He couldn't see that he created the problem. Once he realized that all bosses weren't out to pick on him, he was ready to work on the solution -- HIM.

Attitudes play an important part in employability and are often the major deterrent to employment success. A program of pre-employment preparation should address itself to attitudes and their relationship to employment.

Employability attitudes ranked high by the employers include:

Integrity	Dependability	Reaction to mistakes
Initiative	Persistance	Reaction to co-workers
Loyalty	Time management	Concern for details
Communication	Time conformity	Attentiveness
Judgement	Reaction to Supervision	Understanding of economic system

Throughout the pre-employment process attitudes should be carefully examined and explored. Keep in mind that the employer is looking for someone who is perceived to have a positive attitude, realistic expectations and an ability to communicate those qualities to the employer. The latter involves not only basic language skills but also an ability to apply them to the task of selling oneself to an employer.

A PRACTITIONERS POINT OF VIEW

Celeste Billhartz, a school-based Placement Specialist with many years in the public and private employment fields writes the following:

PRE-EMPLOYMENT PREPARATION: MEETING EMPLOYER EXPECTATIONS

A successful job counseling program begins with an understanding and acceptance of employer expectations. An employer wants to see applicants who are mature, pleasant, well-groomed and eager to learn. The counselor and the students share the responsibility for meeting these expectations and the responsibility doesn't end with graduation from high school. College bound graduates need pre-employment preparation as much as their job seeking chums. This need for job counseling college bound students was clearly indicated to me when I took part in a panel discussion about careers at a fine liberal arts college in Ohio. The panel consisted of educators, business executives and employment counselors; all successful, impressive, burgeoning with statistics, salary projections, career plans and sophisticated sample resumes. The audience consisted of college seniors with majors in English and History - two popular field of study. They were there to find out how to translate their college skills into the job market. My colleagues gave wonderful suggestions for utilizing the college placement office, what a superb resume looks like, where the money jobs are and all the necessary what-not-to-do's, based on their genuine concern for the students.

As I walked to the speaker's stand, I looked at their faces and suddenly I knew why I was uneasy about the assigned topic. Here were top students, good kids, eager for pearls and the best I could do for them was to motivate their blank stares into sheer panic. "In my judgement," I said, "you cannot immediately translate your college skills into the job market." I asked how many had ever had a job. A few hands went up. I asked, "what exactly do you say when you walk up to a receptionist in a personnel office?" There was no response. I put aside my notes and held up a stack of basic application forms. I asked how many had ever filled out an application form. A few hands went up. I distributed the forms and for the next hour, we participated in a pre-employment preparation clinic not a bit more sophisticated than the job clinic I had done earlier that day in a rural high school.

We examined and confronted and explored and redefined a dozen or more attitudes and patterns of job hunting. By the end of the evening they were facing the facts about employment without myths, magic or miracles. Probably the most significant exchange we shared was the most elementary. "What do I say when they ask me," 'Why did you major in History (or English)?'" "Look them straight in the eyes and say, 'I majored in History (or English) because I wanted to know more about it; now I am ready to start at the bottom and learn about banking (or credit, or cars, or tires, or marketing, or plastics, etc.)'." The guidance counselor in the high school is exactly the person to be saying all that and more.

Pre-employment preparation consists of telling students exactly how to act mature, pleasant and eager to learn, and how to groom. Another facet of preparation is showing students how to

fill out applications and how to check back with employers after an initial interview. Still another part of the job counseling effort is helping students develop a realistic view of themselves and employers as people with similarities and differences in attitude, cultural identity and expectations.

Preparing students for job hunting may be an hour's presentation, a six session program, or a formalized course. Counselors may use different approaches because no two counselors are alike. And, through it all, no matter the length and depth of presentations or the expertise and enthusiasm of the counselor, students' responses may vary from half-smiles of tolerance to waving hands eager for more and more.

Differences aside, successful pre-employment preparation includes the following basics:

1. A thorough, realistic discussion of the universal characteristics most employers want to see in their prospective employees be they ribbon clerks, secretaries, janitors, or manager trainees.

2. A step by step explanation of how to apply for a job. This means telling students exactly what to say when they go up to a receptionist or employer.

3. How to fill out an application. Again, a step by step explanation starting with directions to print clearly and to use complete addresses and zip codes for all schools, personal references and former employers; why they should indicate two or more choices for positions; how to work brief job descriptions in the best light; finally, understanding the significance of signing a completed application.

4. How to ask for, have and leave a job interview.

5. How and why to check back with employers, no matter how the first visit or interview went.

6. Accepting total responsibility for self. This means getting students to realize their responsibility for everything they say and do. It means getting them

> to accept themselves as they are with their assets and liabilities and it means encouraging them to go after jobs, training, or careers they want with or without "a lucky break." It means teaching them that when life hands them lemons, they'd better make lemonade.

Certainly, any pre-employment preparation program is enhanced by use of audio visuals, outside speakers, field trips, etc. Too, a few hours spent on exploring new employees forms and "hiring in" procedures, and the first pay and deductions, is most helpful. There are a lot of fancy packages available too, but being of the practical school, I tend to stick to the basics and I agree with a veteran Placement Specialist who said "Tell the kid to get up early, eat a good breakfast and start knocking on doors."

Finally, and perhaps most basic to pre-employment preparation is a good counselor. What matters is experience with people, the more varied the better. Too, the counselor must be flexible yet have a willingness to take a stand and be firm. After all, the bottom line is meeting employer expectations.

PRE-EMPLOYMENT MATERIALS

A wealth of materials exists for use in pre-employment preparation and many are referred to throughout this publication. Experience has proven that some of the very best materials have been developed by practitioners who have recognized need areas and have devised ways to meet them. The only limitation is the imagination.

A pre-employment preparation program would involve the basic skills which can be divided into the following categories for

purposes of organization and program development:

1. Self-assessment
2. Seeking and finding employment
3. Obtaining employment
4. Retention and advancement

Examples of practitioner devised and used materials will be covered for each of the skill areas as well as core content which can be further developed and/or modified by the user. The emphasis will be on practical, usable approaches which involve little or no cost and no additional staffing.

Self-Assessment

"Know thyself" - The counselor is aware of techniques in values clarification, decision making, etc., that lend themselves to this area so it will be assumed that the appropriate application of those techniques need not be covered. The emphasis here will be in-use activities related to pre-employment.

In one school students are asked to answer the following questions as an initiatory activity:

STUDENT SELF-ASSESSMENT ACTIVITY

Do I need to work?

Do I want to work?

What do I want to do?

What can I do?

What have I done?

What skills do I possess?

These questions are used as a self-assessment and resume writing is used as a developmental activity. Even though many

jobs do not call for resumes they lend themselves to thoughtful introspection and can be used later as personal profile and data sheets.

The following questions are asked in later sessions and as an assessment of readiness:

How much am I worth in terms of wages?

What am I willing to start at?

Where should I start looking?

When do I need to get started?

Do I have a social security number?

Do I have past work references?

Do I have personal references?

What will be my means of transportation?

Am I satisfied with my appearance?

Can I improve on my appearance?

Should I get a hair cut?

Should I change my hair style?

Should I dress more conservatively?

Should I dress less casually?

Do my shoes need shining?

As a follow-up for those who have determined a need and readiness to work a final check list is given and gone over.

FINAL CHECK-LIST

I have:

Determined my need and readiness to work.

Decided on areas of interest.

Obtained information on current occupational wage scales.

Compiled a list of potential employers.

Learned something about the companies.

Determined method of contacting prospective employers.

Prepared portfolio - consisting of:

- Social Security Number.
- Past work references.
- Personal references.
- Resume.
- Work permit forms (If under 18 years of age).

Prepared myself personally by:

- Deciding on what to wear.
- Looking at overall grooming.
- Having the right attitude for job hunting.
- Checked out smile.

In another school this Task Preference/Job Preference sheet was developed as a device to get students to see the relationship between the two areas.

TASK PREFERENCE/JOB PREFERENCE SHEET

Multi-Tasks

		Yes	No
1.	Can you easily keep track of many things?	____	____
2.	Can you adjust to changes in the speed of doing things?	____	____
3.	Would you like a job where things are always changing?	____	____
4.	Would you like to change from place to place as you work?	____	____
5.	Can you easily move from one task to many different ones?	____	____

Laboring/Repetitious Tasks

		Yes	No
6.	Are you the type of person who does not mind things always being the same?	____	____
7.	Can you stand to do the same thing over and over again? (like running a machine)	____	____
8.	Do you like a regular routine which is mostly free from interruptions or unexpected happenings?	____	____
9.	Would you like to have to keep up with workers on an assembly line?	____	____
10.	Would you like to baid on a piecework basis?	____	____

Work Quality

11.	Are you the type of person who does not mind taking orders from others?	____	____
12.	Can you accept without question the directions and orders of bosses?	____	____
13.	Are you the type of person who does not object to having your work closely checked and inspected?	____	____
14.	Are you the type of person who tries very hard to get things right?	____	____
15.	Do you like to be responsible for the quality of your work?	____	____

Service/People Related

16.	Would you like a job where you have to give your attention to people all day?	____	____
17.	Do you like to be in the company of other people?	____	____
18.	Are you the type of person who is not shy about meeting people and making friends?	____	____
19.	Would you like to be in charge of a group of people?	____	____
20.	Would you like a job where people come to you for advice?	____	____

Problem Solving

		Yes	No
21.	Are you the type of person who divides a problem into steps so you can figure it out one step at a time?	____	____
22.	Would you like a job where decisions are made in line with present rules and regulations?	____	____
23.	Are you the type of person who plans things in detail before doing them?	____	____
24.	Do you like ideas to be clear and definite so you know exactly what is meant?	____	____
25.	Do you like to stick to that which can be proved?	____	____

Work Attitude

26.	Are you prepared to alter your appearance and accept directions necessary to finding a job?	____	____
27.	Are you willing to give up things you like to do to work?	____	____
28.	Are you willing to start at the bottom and work your way up?	____	____
29.	Have you clearly defined a short term career objective?	____	____
30.	Have you selected a career area or group of job choices that are acceptable to you?	____	____

Select three job categories in order of your preference. Rate them 1 - 2 - 3.

_____ Assembly line work
_____ General factory work
_____ Bench work or machine shop production work
_____ Stock clerk - customer carry-out service
_____ Warehouse - packaging work
_____ Outdoor labor or construction work
_____ Driver or delivery helper
_____ Cook
_____ Dishwasher
_____ Kitchen - food preparation
_____ Typist

_____ General office work
_____ Bookkeeping - accounting
_____ Secretarial work
_____ In-store sales (hourly rate)
_____ Outside sales (commission basis)
_____ Customer service
_____ Service station - automotive
_____ Mechanical trades or repair
_____ Janitor - maintenance work
_____ Other - please specify:

Briefly describe why you have selected these areas.

_____

_____

_____

Do Not Write Below This Line

Task Preference Category _____ Job Category _____

An important part of the self-assessment process is to get the student to see the relationships between themselves, school and work. One device that counselors and teachers have found useful is an activity sheet entitled School and Work. It has been used in total and has also been modified to suit the needs and preferences of the user. It is included here in a modified form to conserve space. The (a) through (e) items under the categories are arbitrary and may be added to or subtracted from.

SCHOOL AND WORK

1. List Similarities

a)

b)

c)

d)

e)

2. List Differences

a)

b)

c)

d)

e)

3. Rating Scale - Rate yourself in each category and estimate how others would rate you. Be as honest as possible.
1. Outstanding; 2. Above Average; 3. Average; 4. Fair; 5. Poor

CATEGORY	SELF-RATING	FRIENDS	TEACHERS	EMPLOYERS
1. Appearance				
2. Attendance				
3. Attitude				
4. Following Directions				
5. Completing Tasks				
6. Promptness				
7. Neatness				
8. Effort				
9. Obeying Rules				
10. Cheerfulness				
11. Dependability				
12. Getting Along with others				
13. Loyalty				
14. Willingness to help others				
15. Moodiness				
16. Temper				
17. Honesty				
18. Manners				
19. Decision Making				
20. Reading				
21. Writing				
22. Spelling				
23. Mathematics				
24. Speaking				
25. Asking for help				

4. List most important traits for success in school.

a)

b)

c)

d)

e)

5. List main reasons for failure or non-success in school.

   a)

   b)

   c)

   d)

   e)

6. List the main reasons why people fail to get jobs.

   a)

   b)

   c)

   d)

   e)

7. List most important traits for success on the job.

   a)

   b)

   c)

   d)

   e)

8. List main reasons for failure to succeed on the job.

   a)

   b)

   c)

   d)

   e)

9. Finding A Job

* List sources for finding a job.

a)

b)

c)

d)

e)

* Which of the self-rating categories would most apply to this task?

_____

* Rate your ability to complete this task. (Use rating scale for self-rating.) _____

10. How To Apply For A Job

* List steps to take in applying for a job.

a)

b)

c)

d)

e)

* Which of the self-rating categories would most apply to this task?

_____

* Rate your ability to complete this task. _____

11. Filling Out An Application

* What are the most important steps in filling out an application?

a)

b)

c)

d)

e)

* Which of the self-rating categories would most apply to this task?

_____

* Rate your ability to complete this task. _____

12. The Interview

* List do's and don'ts

a)

b)

c)

d)

e)

* Which of the self-rating categories would most apply to this task?

_____

* Rate your ability to complete this task. _____

13. Follow-up

* List things to do after the interview.

a)

b)

c)

d)

e)

* Which of the self-rating categories would most apply to this task?

_____

* Rate your ability to complete this task. _____

NOTE: (A key to making this unit "realistic" would be to make maximum use of your employer and community resource files for explorations, visitations and observations where applicable. We must also get the student to see school as a place of work that has direct relevance to the world outside of school.)

PREPARATION

CORE CONTENT/UNIT BUILDING

Basic information related to the task areas can be used in a number of ways. Units can be developed around tasks and skills related to finding jobs, applications, interviews, etc. Unit building should begin with information that is central to the specific area to be covered or core content as it will be referred to here. Developing core content is a process that requires field testing and constant distillation in order to condense the content to the purest essentials. The building process begins with the essentials.

Seven years of field testing with thousands of students within the entire spectrum of school settings led to the development of core content related to specific areas.

The content is designed to be used by practitioners for the development of student-used materials. The core content is to be used as a point of departure in meeting specific student needs. This content can be used to develop work sheets, check lists,

pamphlets, brochures, etc. Specific student activities are also generated to reinforce skill building in each area.

FINDING A JOB

Basic information related to finding a job can be used in a number of formats for student use. Core content can be very basic or elaborate when supplemented. A basic core format could be as follows. Community resource and employer data can be brought into full play with actual field experiences for participants.

FINDING A JOB

Questions You Should Ask Yourself

Am I interested in working?
Part-time?
Full-time?

What type of work am I interested in?

Why do I want or need to work?

What rate of pay can I expect?

What skill do I have that qualifies me for the job market?

What date will I be available?

What will be my means of transportation?

Check List

Make sure you have the following information in your possession before you start job hunting:

Social Security Number

Work Permit (if under 18 years of age) - after you obtain job

Personal Reference (minimum of three)

Job Reference (if you have worked before)

Be prepared to list your school profile, hobbies and future interests

Consult with parents and obtain their approval

Consult with unit principal or counselor if you plan on working during school hours.

Sources of Job Leads

Counselors	Yellow Pages
Friends	Ohio Bureau of Employment Services
Relatives	Private Employment Agencies
Teachers	School Placement People
Parents	etc.
Want Ads	

Job Hunting Campaign

Now that you have some leads get yourself organized and plan your activities.

* Getting a job is a job and it requires work. You won't get something for nothing.

* Plan your work and work your plan.

* Don't get discouraged. Quitters never win.

* You have to sell the employer. Just wanting a job is not enough. Why should anyone hire you? The employer is in business to make money. Can you help him do that? How?

* A one shot stop is not enough -- Some employers will not hire anyone on the basis of an initial contact.

* Go back -- This way the employer gets to know you from the hundreds of walk-ins he sees. It also shows you are interested.

Made The Right Choice

Now - you have to go out and convince an employer to hire you.

Remember

You are in competition with a lot of other young people looking for a job.

Know your strong points.

You must be able to sell yourself if you want the job.

The more skill you have the more you are worth to an employer.

OBTAINING A JOB

The application is a starting point in obtaining a job. The following would constitute core content.

THE APPLICATION

The Application Is:

* A necessary step in getting a job.
* A way for you to present your qualifications to an employer.
* A way for the employer to get information about you.
* A written picture of YOU.

Remember:

* A complete, neat and accurate, application form can get you a job.
* An incomplete, sloppy, or inaccurate application will eliminate you from being considered for hiring.

What kind of information does the employer request?

Generally, applications are all a little different. Some are long and some are short, but they all ask for seven basic kinds of information:

1. Personal Information - Who you are, where you live, phone number, Social Security Number, etc.

2. Employment Desired - A specific job you are applying for - Don't put "anything" on an application. There is no such job title.

3. Education - Information about your schooling.

4. Previous Employment - What work you have done, when you did it, why you left, etc.

5. References - People who can be contacted who can give information about the kind of person you are (reliable, honest, etc.).

   * Make sure these are people who know you.

* Adults with responsible positions in the community are listened to (clergy, teachers, etc.).

* Make sure they can be reached at the addresses and phone numbers you give.

* Make sure you have permission to use them as references. It's polite and it notifies these people they might be contacted.

6. Physical Record - Any injuries or illnesses that would affect your work.

7. Hobbies or Interests - This can tell much about the kind of person you are and tell about your suitability for a particular job.

Tips Of The Trade:

* Follow directions - Read the entire application before writing.

* Fill in all information that applies to you. It is asked for a reason.

* Pay attention to details - zip codes, addresses, phone numbers - They make a difference.

* Spelling does count.

Why is This Information being Asked?

* To have information on those interested in working at a particular place.

* To have information on the suitability of people for particular jobs.

* To have a ready file of people to call on when jobs open.

* To eliminate unqualified and unsuitable job seekers. (Employers are busy and this saves time.)

??? What kinds of things would make a person unqualified or unsuitable???

What happens to the applications?

1. A good application can lead to a job interview.

2. A poor application can be discarded immediately.

3. An application can be kept on file for current or later use. (The length of time varies from one week to a year or more depending on the type and place of employment.)

Get It Right The First Time:

1. Read the entire application before filling it out NOTE DIRECTIONS!

2. Use a blue or black ball point pen unless pencil is requested.

3. Take a personal data sheet or card with you as an aid to filling in information on schooling, references, previous employment etc. This will save you from asking for a phone book and will insure that all information given will be accurate and current.

4. Complete all items, if it doesn't apply, i.e. military experience etc., write in "Does not apply" or N/A (not applicable).

5. Return the application to appropriate person.

* * *

To supplement a unit on the application the following activity could be used:

YOU'RE THE BOSS

When the boss wants to hire someone he wants the best. There are always more people jumping around looking for jobs than there are jobs. This means that you are competing against others. The winner of the contest gets the job. One part of the contest that you will be judged upon is the application.

To give you an idea of how it really is follow these simple directions and judge the contest because -- YOU'RE THE BOSS.

1. Fill out the blank application on the first page as completely and neatly as you can.
2. Carefully look at the applications filled out by other job seekers.
3. (Optional) You may exchange papers before going on to the last page.
4. Follow the instructions on the last page.

NOTE TO READER:

ITEM 1. - Student to fill in blank application.

ITEM 2. - Previously completed applications can be included which will illustrate common errors. One of the applications should be correct in all aspects. (These can be applications filled out by students, staff or actual applicants - input from area employers is most helpful.)

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

NAME — LAST / FIRST / MIDDLE — SOCIAL SECURITY NUMBER

PRESENT ADDRESS — STREET / CITY / STATE

PERMANENT ADDRESS — STREET / CITY / STATE

PHONE NO. — REFERRED BY

LAST FIRST MIDDLE

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height_____feet_____inches

☐ Weight_____lbs.

☐ Citizen of U.S._____Yes_____No

☐ Date of Birth * _____

☐ _____

_____

* The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

EMPLOYMENT DESIRED

POSITION — DATE YOU CAN START — SALARY DESIRED

ARE YOU EMPLOYED NOW? — IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE? — WHERE? — WHEN?

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED *	DATE GRADUATED *	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

* The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? — READ — WRITE

U.S. MILITARY OR NAVAL SERVICE — RANK — PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL DEFECTS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED?

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting discrimination on the basis of an applicant's sex or minority status. Questions directly or indirectly reflecting such status have been included **only** where needed to determine a bona fide occupational qualification or for other permissible purposes. Such questions are appropriately noted on the application. Notwithstanding these efforts, TOPS does not assume responsibility and hereby disclaims any liability for inclusion in this form, of any questions upon which a violation of State and Federal fair employment practice laws may be based.

OK Boss, let's rate the contestants!

1. Which application is the worst?

   Enter applicants name here: _____

   Below, list the reasons why you feel this is the worst application.

   _____

   _____

   _____

   _____

2. Which application is the best?

   Enter applicants name here: _____

   Below, list the reasons why you feel this is the best application.

   _____

   _____

   _____

   _____

3. Who would you hire?

   Enter applicants name here: _____

   Below, list your reasons for hiring this person.

   _____

   _____

   _____

   _____

4. Below, list the mistakes you have found on the applications.

_____

_____

_____

_____

Sample core content of a unit on the Interview.

THE INTERVIEW

The interview is an opportunity to convince an employer that you are the best person for the job. It also gives you an opportunity to learn more about the prospective employer.

The interview is usually preceded by a completed job application and/or resume. It is an opportunity to discuss the application and other relevant information regarding your suitability for a particular position(s).

HOW TO PREPARE

1. Know the exact time and place for the interview.
2. Know the name of the interviewer and how to pronounce it.
3. Know what type of dress is appropriate.
4. Know something about the company, its products or services, size, etc.
5. Know yourself, be able to express preference, commit the information on the application form to memory, be able to discuss positively your personal background, experience and educational training.
6. Be prepared for possible employment or skill test. Take a pen and pencil.

WHAT TO DO

1. Arrive five to ten minutes early, announce your arrival to the receptionist or proper person.
2. Try to relax, it is normal to be nervous, speak slowly and clearly.
3. Follow the "lead" of the interviewer as to seating, etc.
4. Answer questions briefly, positively and honestly. Don't give any more details than necessary to answer the question.
5. Relate your interests, abilities and past experiences to the position -- In short, stress your strong points.
6. Act interested, be enthusiastic.
7. Watch for clues -- ask questions about the company, future opportunities, benefits and wages, if information is not volunteered.

8. Know when to leave (often shortly after your chance to ask questions.)

9. Thank the interviewer, find out what follow-up procedure is desired.

10. Can you work under pressure?

WHAT TO EXPECT

The interviewer will:

* Introduce himself/herself and the company;
* Briefly describe the position(s) that is open;
* Question your qualification for the job;
* Expect you to be positive about your ability to do the job;
* Give you an opportunity to ask questions.

SOME TYPICAL INTERVIEW QUESTIONS

What are your future plans?

In what type of position are you most interested?

Why do you think you might like to work for our company?

What jobs have you held? How were they obtained? Why did you leave?

What are your ideas on salary?

Why do you think you would like this particular type of work?

Are you seeking a permanent or temporary job?

Do you prefer working with others or by yourself?

Can you take instructions without becoming upset?

Will you be able to obtain recommendations from your previous employers(s)?

How long do you plan on working?

Have you ever had any difficulty getting along with fellow students, school faculty or co-workers?

What is the present source of your spending money?

Have you ever had any serious illnesses or injury?

Is it an effort for you to be tolerant of persons with a background and interests that may be different from your own?

What type of jobs have you enjoyed the most? The least? Why?

Do you object to overtime work?

Can you work under pressure?

REASONS PEOPLE ARE OFTEN REJECTED FOR A JOB

* Failure to meet job requirements.
* Failure to sell employer.
* Improper dress and/or poor personal appearance.
* Poor school record.
* Poor attendance record.
* Poor performance on employment and/or skill test.
* Inability to project genuine interest in company and your place in it.
* Unrealistic expectations regarding pay, position, hours, work conditions or advancement opportunities.

AFTER THE INTERVIEW

* Evaluate how you did. Every interview should be used as a learning experience.
* Keep a written record of every interview. Include date, time, place, interviewers name and any other pertinent information. This is valuable for follow-up etc.
* Follow procedures established in interview for follow-up.
* Keep irons in as many fires as possible. Persistance and patience pay off. (Some positions remain unfilled for long periods of time -- Some are never filled.)

* * *

Mock interviews, video taping, and role playing are excellent supplemental activities but do not replace the "real thing". Every attempt should be made to get students to experience as many actual interviews as possible and to know how to use them as learning experiences.

PREPARATION

DEVELOPING A MINI-UNIT FORMAT

Core content can be typed lengthwise on half-sheets of 8 1/2 X 11 inch paper. One approach would utilize art students who would examine the content as a project and develop appropriate art work. The art work and content can be pasted on the sheets until content, art and spacing are satisfactory. The final step is the choice of reproduction method. Photographic plates for use on an offset press could be made but a simpler means of reproduction could also be used. The finished product is now ready for folding, stapling and Student Use.

Let's examine one format for core content on the application. The content, you will note, is taken exactly as it appeared previously.

NOTE: The content and art work are layed out as they would appear prior to reproduction, folding and stapling. The first page is the front and back covers.

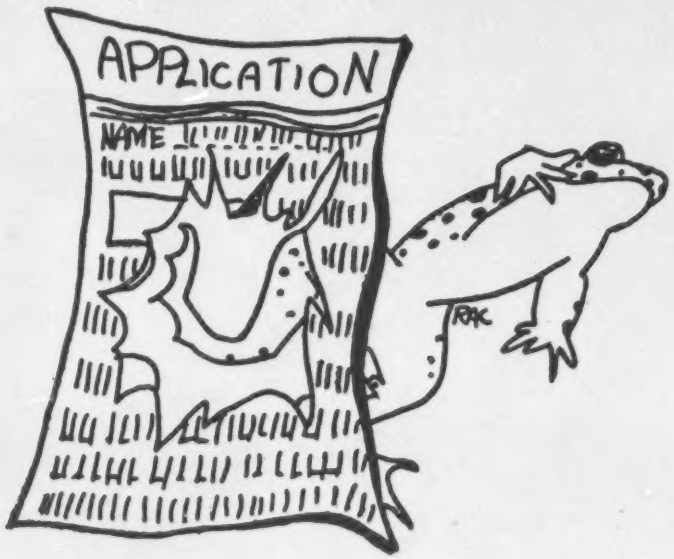
JUMPing INTO YOUR JOB

Developed By:

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS
JOB PLACEMENT DEPARTMENT
482 Grant Street
Akron, Ohio

Phone 379-5240

Some of us just jump around aimlessly. Some of us jump with a purpose in mind. If your purpose in jumping is to land in a job, then there are a few basic steps and simple rules to follow. The job application is one example. Let's jump through the application together. Trust me! - We frogs believe in green power.



The Application Is:

* A necessary step in getting a job.
* A way for you to present your qualifications to an employer.
* A way for the employer to get information about you.
* A written picture of YOU.

Remember:

* A complete, neat and accurate application form can get you a job.
* An incomplete, sloppy, or inaccurate application will eliminate you from being considered for hiring.

What kind of information does the employer request?

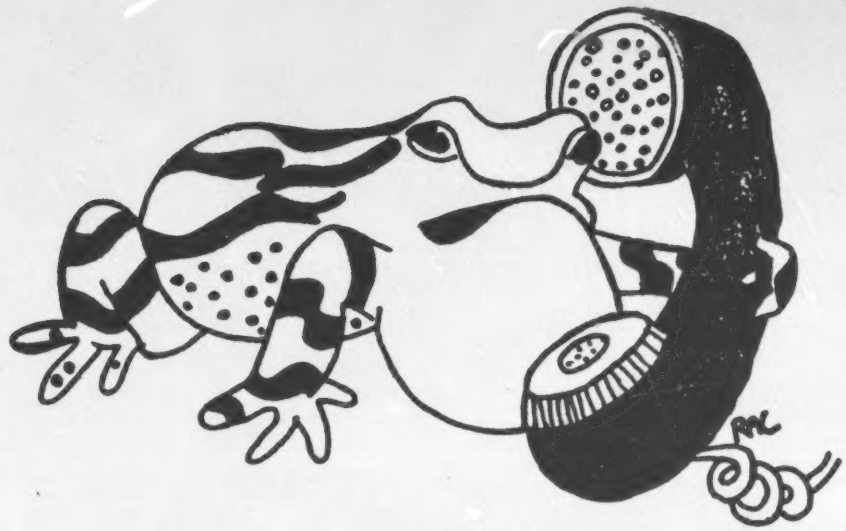
Generally, applications are all a little different. Some are long and some are short, but they all ask for seven basic kinds of information:

1. Personal Information - Who you are, where you live, phone number, Social Security Number, etc.

2. Employment Desired - A specific job you are applying for - Don't put "anything" on an application. There is no such job title.

3. Education - Information about your schooling.

4. Previous Employment - What work you have done, when you did it, why you left, etc.



5. References - People who can be contacted who can give information about the kind of person you are (reliable, honest, etc.)

* Make sure these are people who know you.
* Adults with responsible positions in the community are listened to (clergy, teachers, etc.).
* Make sure they can be reached at the addresses and phone numbers you give.
* Make sure you have permission to use them as references. It's polite and it notifies these people they might be contacted.

6. Physical Record - Any injuries or illnesses that would affect your work.

7. Hobbies or Interests - This can tell much about the kind of person you are and tell about your suitability for a particular job.

What happens to the applications?

1. A good application can lead to a job interview.

2. A poor application can be discarded immediately.

3. An application can be kept on file for current or later use. (The length of time varies from one week to a year or more depending on the type and place of employment.)

Tips Of The Trade:

* Follow directions - Read the entire application before writing.
* Fill in all information that applies to you. It is asked for a reason.
* Pay attention to details - zip codes, addresses, phone numbers - They make a difference.
* Spelling does count.

Why is this information being asked?

* To have information on those interested in working at a particular place.
* To have information the suitability of people for particular jobs.
* To have a ready file of people to call on when jobs open.
* To eliminate unqualified and unsuitable job seekers. (Employers are busy and this saves time.)

??? What kinds of things would make a person unqualified or unsuitable???

Get It Right The First Time:

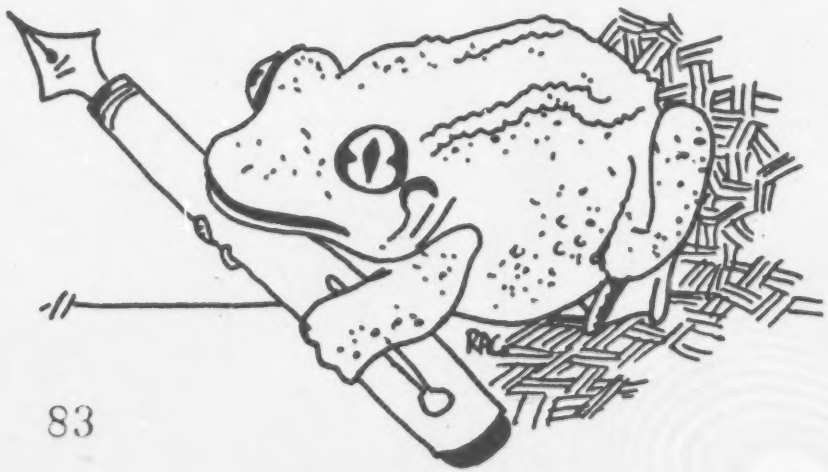
1. Read the entire application before filling it out - NOTE DIRECTIONS!

2. Use a blue or black ball point pen unless pencil is requested.

3. Take a personal data sheet or card with you as an aid to filling the information on schooling, references, previous employment etc. This will save you from asking for a phone book and will insure that all information given will be accurate and current.

4. Complete all items. If the item doesn't apply to you (such as military experience etc.), write in "Does not apply" or "N/A" (not applicable).

5. Return the application to appropriate person.



Filling out an application accurately, neatly and completely is a must. Once you have mastered the application you will be many jumps closer to landing that job...And that's the TRUTH.

PREPARATION

B. Post-High School Training And Education

Post-High School Training And Education

SUMMARY OF A PREPARATION AND EXPLORATION PROGRAM FOR ADVANCED TRAINING AND EDUCATION IN A COMPREHENSIVE HIGH SCHOOL

Springfield Local Schools, Akron, Ohio
Developed By:
Mrs. Natalie Keller, Counselor

Objectives:

1. To prepare the student for advanced training programs in college or technical schools.

   a. Through college information seminars complete admission requirements and procedures are explained. Financial aid, school selection, course of study, and employment outlook are additional topics discussed.

   b. Visitations to appropriate schools are arranged as well as visitations by advanced training institution personnel to the high school. Former graduates in college and technical schools are brought back and used as resource persons.

2. On-site visitation and hands-on experience are planned to simulate the actual career responsibilities involved with occupations.

   a. Interviews with adults currently employed in the selected occupation are arranged.

   b. Visitations and experiences are limited to small groups or one-to-one basis.

   c. The student is required to describe his experiences, upon return from the job site, through a written form. This enables other students to prepare for similar, subsequent visitations.

General Procedures

In order not to detract from the students' daily classroom activities, the initial program will be conducted in forty-five minute segments after school. On-site visitations and operations might be scheduled during the school day. Attendance is voluntary and dependent upon the students' interest and the career being discussed. Previous to the career development seminars, general college information seminars are conducted. By attending the general college information sessions students can gain a better understanding of college admission requirements, entrance test registration, financial aid programs and college selection criteria. These meetings are basic for the student planning post-secondary schooling.

The interest groups are designed to explore a myriad of vocations associated with that career cluster. For instance, health careers would involve any care occupation requiring post-secondary training. The initial program will include:

* Health Careers
* Education
* Science/Math/Technical Careers
* Law/Social Services
* Associate Degree/Technical Programs
* Communications Media
* Environmental Studies

Career awareness, exploration and investigation activities are described in a sample interest group format that follows. A

structured format is suggested so that the presenter can be assured of standardization within the program. Flexibility should be a program criterion to insure maximum effectiveness for the student.

Timeline

The projected timeline extends from February through May. It would follow the general college information seminars that are held periodically from September through December. High school juniors and seniors are encouraged to attend and sophomores may elect to attend. Students may choose to attend one or more sessions if it does not interfere with regular school activities. (School policy allows for two college/career visitation absences.) The activities are designed for groups; individuals are provided an alternate plan for visitations and exploration.

Evaluation

Three evaluation techniques will be used:

1. Introspection/discuss by participants in group sessions.
2. Form evaluation by individuals.
3. Feedback by consultants/contributors to the various interest groups. A typical format is included.

Experiences gained as the program progresses will provide important evaluation information. The students' reaction to each program will determine the status of that program. If students do not respond or show little interest in certain career clusters, the presentation will be terminated. A sophomore or junior should have ample opportunity to investigate career opportunities in all seven categories before his/her senior year.

Additional interest groups could be formed as student interest is initiated. Suggested areas might be:

* Foreign Language Vocations
* United States Military Schools and Careers
* Careers in Professional Athletics
* Careers in Law Enforcement
* Careers in Religion

THE STRUCTURED FORMAT

I. INTEREST GROUP:_____

II. SUGGESTED ACTIVITIES:

A. Aduio-Visual aids

B. Speakers

C. On-site visitations

location:

contact person

phone

D. Hands-on experiences

location

contact person

phone

E. Classroom/teacher resources and activities:

III. EVALUATION TECHNIQUES:

IV. SPECIAL INSTRUCTIONS:

V. NOTATIONS AND COMMENTS.

SAMPLE: INTEREST GROUP FORMAT

INTEREST GROUP: Health Professions

SUGGESTED ACTIVITIES:

Audio Visual

A. Sight and Sound Kit-"200 Health Careers." Various films are available from The Akron Public Library, local hospitals and schools of nursing.

Speakers

B. Dr. Linda Parenti, Gynecologist, #3 Cascade Plaza, 535-9161.

*Dr. Gino Usberghi, Intern, Green Cross Hospital, 929-2911.

*Linda Chastain, LPN, 644-4041.

Elizabeth Smith, RN, 535-6438.

Nancy Lance, Med. Tech., 644-6609.

Jeff Keller, student, Northeastern Ohio Universities College of Medicine, 628-1797.

On-site

C. Tours: Akron General Medicenter, 384-6000.

City Hospital School of Nursing, 375-3594.

*Edwin Shaw Hospital, 784-1271.

Hands-on

D. Student volunteer assignments can be arranged with:

*SEES House Teen Clinic, contact Val Sawhill, 644-6609

*Edwin Shaw Hospital, 784-1271

Family Practice Center of Akron, 375-3584

Resources

E. * Indicates contact person or facility is a Springfield Twp. community resource.

EVALUATION FORM

Interest group: _____

Visitations:

Additional experiences:

Please comment briefly on:

1. How was your experience unique?
2. How could these experiences be improved?
3. Did the pre-sessions prepare you for your visitations, hands-on experiences, etc.?
4. What additional information or experiences do you feel would be beneficial to you?
5. Additional questions or comments.

_____
date

_____
participant

CONSULTANT'S EVALUATION

Firm: _____ Date: _____

Address: _____

Representative: _____

Title: _____

Phone: _____

Interest Area: _____

Please comment briefly on the following:

1. Were the students receptive to your presentation?

2. Were the students adequately prepared for the presentation?

3. Were their questions meaningful?

4. Was the alloted presentation time sufficient?

5. Have you suggestions for a more effective program?

We appreciate the time and effort you spent in providing this unique experience for our students.

_____
Counselor
Springfield High School

PREPARATION

APPROACHES FOR THE INFUSION OF PREPARATION ACTIVITIES

PRE-EXIT PREPARATION UNIT FOR 12th GRADE

The unit that follows was developed for the express purpose of providing students with the necessary skills, techniques and information to select and secure employment suitable to their ability and interest and relative to labor market conditions.

The unit can be used exclusively for "job ready" students or included in a larger context such as a career exploratory program, decision-making exercises or part of a group guidance activity.

In one high school, a twelve week career guidance course taught by a counselor culminated in general career information with the unit that follows. Similiarly a counselor could use it exclusively with a specified number of students in a group guidance setting.

I. Introduction To Work

- A. Survey of the labor force
- B. Review of recent changes and implications
- C. Analysis of the implications of change and decision-making

II. Introduction To Labor Market Data

- A. Explanation of federal, state and local statistics
- B. Relate local differences to national statistics (local supply-demand for labor)
- C. Survey of public agency involvement

III. Establishing Student Objectives

So that students can make choices based on interests and ability each student should:

- A. Take the GATB

B. Develop a personal inventory sheet

C. Select a short and long term job cluster and write a tentative plan for achieving his/her goals.

IV. Developing and Implementing A Job Hunting Plan (Development and Evaluation of needed skills)

A. Discussion of employer expectations

B. Discussion of problems students/young people have as a result of being employed.

C. Participation in personnel process
1. Job hunting techniques
2. Application
3. Interview
4. Employment tests

Upon completion, students should demonstrate a knowledge of how and where to find a job. Exercises in pre-employment preparation are culminated by a local personnel manager rating applications and conducting selected interviews.

V. Job Retention and Career Advancement

A. Discussion of why employees succeed or fail

B. Discussion of work problems

C. Survey of performance evaluation - (how and why are employees promoted)

D. Explanation of proper procedures in leaving a job

Resources and Activities

Counselor and Students

1. Developed a resource file on parents and family of student participants, often appropriate guest speakers are among them.

2. Counselor surveyed working students in group - they can assist in discussing problems, doing mock-interviews, etc.

3. Ohio Bureau of Employment Services - particularly labor market data and counseling personnel.

4. Private employment agencies (hints and techniques for interviews and follow-up correspondence.

5. Bureau of labor statistics publications.

6. World of Work film series

7. Current periodicals and newspapers.

8. Job Placement Specialists and co-op teachers or resource people and speakers for specific areas of interest.

A JOB PLACEMENT SKILLS PROGRAM

by
Jean Fink, Teacher
Vivian Saccone, Teacher
Jan Witherow, Counselor

Ellet High School
Akron Public Schools, Akron, Ohio

DEVELOPMENT OF A JOB PLACEMENT SKILLS PROGRAM

Goal:

To provide information, resources and counseling to develop the students awareness of the importance of making responsible decisions regarding job placement skills.

Objectives:

1. To help students become aware of their personal value systems and to implement these values into their lives in such a way that work becomes possible, meaningful and satisfying.

2. To develop students' awareness of the extensive and comprehensive educational materials that are available to motivate, inform and improve their placement skills and possible work experiences.

3. To involve students in sequential educational experiences, preparing them for economic independence, personal fulfillment and an appreciation of the world of work.

4. To provide students the opportunity to identify and record their values, interests, skills and aptitudes.

5. To provide an opportunity for students to evaluate the development of their job placement skills.

6. To provide students the opportunity to evaluate themselves in relation to the criteria for appropriate techniques for successful job interviewing.

Record For Student Portfolio:

Day 1 I. Introduction to JOB PLACEMENT SKILLS by classroom teachers

II. Read aloud/class critique:
A. "Some Tips For Job Seekers" (By Celeste Billhartz, Beacon Journal, 10/19/75)

B. "Finding a Job"
   1. Questions and checklist
C. Agency and Organization Contact Sheet
   1. Listing of agencies
   2. Student assistance
   3. Information
D. Table for Converting Wages

Day 2 I. Introduction To Student Evaluation Form
A. Counselor
   1. Guidance Resource Center Orientation
   2. Guidance Resource Center Activities

Day 3 I. Student Portfolio/orientation by teachers

II. Read aloud/class critique:
A. "Why Job Applications May Be Nixed" (By Sylvia Porter, Beacon Journal, 2/15/77)

III. Sound Filmstrips, (Guidance Associates of Pleasantville, NY)
A. Job Attitudes; Why Work at All.
   1. FSS 60, 371.42
B. What You Should Know Before You Go to Work, PART 1
   1. FSS 60, 371.42

Day 4 I. Orientation--Job Placement Resources
A. Counselor
   1. Financial aid information
   2. College information
      a. In and out of state
      b. 2 and 4 year schools
      c. Vocational schools
   3. Career files
   4. Job placement files
   5. Career information/resources

II. Introduction to the GRC, Counselor
A. Guidance Resource Center Orientation
   1. Presentation/demonstration
      a. Work sheet, "What Do I Value?"
         1) self-awareness
         2) occupational awareness

Day 5 I. Presentation of Job Placement Materials
A. Class critique of the following:
   1. Art career pamphlet suited to student's area of interest
      a. types of jobs
      b. earnings
   2. Civil Service and Public Job Sources
   3. Possible job sources
      a. relatives

b. employment bureau (OHIO)
c. yellow pages
d. want ads
e. part time jobs

4. How to help you get the job
   a. sell self ditto, "How to Sell Yourself"
      1) appearance
      2) promptness
      3) review ditto sheet
   b. Why should you be selected?
      1) review "Do and Don't" ditto
         a) read aloud

5. Follow-up
   a. manners
   b. eye contact
   c. salary
      1) minimum wage, $2.30

Day 6 I. Orientation and Implementation
A. Counselor
1. Review ditto "Application's - A Vital Step in Getting A Job Be Prepared"; by Ann Landers, Beacon Journal
2. Filling out resume blanks
3. Student help - completing sample "Application for Employment" blanks

II. Visual Aids
A. Presentation, Classroom Teachers
1. Sound filmstrip from J.C. Penny Co.
   a. Preparing for an interview
      1) correct procedure
      2) positive and negative views
   b. Class discussion

III. Individual study/student activity
A. Game Orientation, Classroom Teachers
1. "Applying for a Job"
   a. Job Application Game (Interstate Printers & Publishers, Inc.)
   b. A Self-Study Game

Day 7 I. Review "The Interview" - ditto

II. Interview/roleplaying
A. Job Placement Specialist
B. Written summary evaluation of the interview by each student
1. summary of suggestions
2. due at end of session
C. Game - self-study/student activity

Day 8 I. OBES Representative
- A. Orientation/presentation
  1. FICHE
     a. computer machine
  2. Testing
  3. Job banks
  4. Job counseling
  5. Comprehensive Employment and Training Act (CETA) Programs
  6. Manpower training
  7. Apprenticeship programs
- B. Question/answer
- C. Informative booklets/introduced
  1. "How to Get a Job", by Ohio Bureau of Employment Services
  2. "Introduction to the World of Work", by Ohio Bureau of Employment Services
     a. Dictionary of Occupational Titles
- D. Future follow-up, GATB Test - OBES

II. "The Portfolio" ditto
- A. To give students a better idea of their assets

III. "How to Get a Part-Time Job" ditto

IV. Class critique and evaluation

Day 9 I. The Job Interview
- A. Students bring completed employment application
- B. Applications critiqued by placement specialists
- C. Selected students interviewed by placement specialists
- D. Interviews evaluated by students and placement specialists
- E. Student write self-improvement plan

A CAREER GUIDANCE AND PLANNING COURSE - TAUGHT FOR CREDIT BY A COUNSELOR

Developed By Jerry Fry
Revere High School
Revere Local Schools
Richfield, Ohio

BACKGROUND

The course is taught each trimester by a counselor for a period of twelve weeks and is open to all 10th, 11th and 12th grade students. The course is intended to provide the following:

1) Self-concept awareness and basic pre-employment information.

2) Career exploration of 10 basic career clusters.

3) Decision making skills.

METHODS

Lecture and discussion is supplemented with films, games, simulations and extensive use of guest speakers and community resources. The newspaper and library resources are used in place of a test. Student involvement and participation is encouraged by individual and group projects.

RESULTS

1) Students receive valuable information and credit.

2) Counselors build a community resource file for future use.

3) A data bank is developed on students for future placement use as job openings develop.

OUTLINE OF A 12 WEEK CAREER GUIDANCE AND PLANNING COURSE

PART ONE

I. Assessment Component

A. TAPS - Tests of Academic Progress

B. OVIS - Ohio Vocational Interest Survey

C. GATB - General Aptitude Test Battery

D. Personal Interest Survey
1) Career information cards - (name of student, summary of experience and interest for future reference.

2) Summary of parents/relatives occupations and places of employment - provide a base for speakers, job openings, tours, etc.

II. Introduction To Occupational Library and Guidance Information Services

A. Dictionary of Occupational Titles

B. Occupational Outlook Handbook

C. Individual projects (career investigation, career bulletin boards, community surveys, etc.)

III. Pre-Employment Preparation

A. Exploration of entrance procedures for various career areas - (What you want in a job and How to get it.)

B. Introduction to OBES and private employment agencies services (Placement specialists and counselors provide information on application procedures, employment tests, job interviews, and job hunting techniques. Mock interviews are conducted by a local personnel manager.

IV. Attitudinal Considerations as They Relate to Work

A. Effect of abilities, attitudes and motivational factors on job and career choices -- The role interests and values play in career education.

PART TWO

I. Intensive Study of 10 Career Clusters

A. Professional and managerial

B. Clerical

C. Sales

D. Services

E. Farming, forestry and related occupations

F. Processing occupations

G. Machine trades

H. Benchwork occupations

I. Structural work occupations

J. Armed services and miscellaneous

II. Overview of Apprenticeship Occupations

III. Review of Higher Education Opportunities and Financial Aid Information

PART THREE

I. The Decision Making Process

A. A framework and description of how people make career decisions

B. A post test and analysis by students of entire program to determine impact of parts I and II

VOLUNTARY PROGRAM FOR PROVIDING
PRE-EMPLOYMENT AND CAREER INFORMATION

(Credit Given to Ellet High School Guidance Department,
Jan Witherow and Richard Hoover)
Akron Public Schools, Akron, Ohio

Seniors in morning study halls were asked to voluntarily go to an assigned area to participate in a guidance program which provided the following information over a six week period. Three counselors shared the planning and preparation of the program. Topics included:

* College information including last minute selection and financial aid
* Technical school programs
* Labor market information and apprenticeships
* Job hunting techniques
* Job applications
* Employment tests
* Job interviews - including mock interviews
* Personal interest surveys
* Decision-making skills
* Armed services careers
* Labor unions

(The World of Work Career Counseling Film Series - Counselor Films, Inc., was found to be particularly useful.) Some participating community resources:

O.B.E.S.

Akron-Summit County Public Schools Job Placement Department

Snelling and Snelling

ITT - Schools

Several College Admissions Representatives

Local business people on personnel procedures

Military recruiters

Akron General Hospital - School of Nursing

COUNSELOR-TEACHER TEAM APPROACH TO GROUP GUIDANCE

Developed By Richard Hoover
Kenmore High School
Akron Public Schools, Akron, Ohio

A single counselor in a large urban comprehensive high school working with the English Department developed a program to provide sophomores with fundamental career information necessary for vocational student selection, college selection and employment preparation.

The information is provided in two week sections throughout the school year. Topics included are:

* Survey of The World of Work - Career clusters
* Student preference interest surveys
* Labor market information
* Orientation to occupational and guidance information
* Introduction to education choices for 11th and 12th grade (Vo-Ed, college prep., general, employment opportunities, apprenticeship opportunities, etc.)
* Introduction to community resources - guest speakers representing each
* Pre-employment information - application, interview and job hunting techniques.

In addition special programs are scheduled and available for all students during lunch periods on pre-employment preparation, in conjunction with speakers from colleges, technical schools and occupations within clusters studied.

I. Orientation

A. Why is career planning necessary
   1. View and discuss major points of Future Shock
   2. Discuss ramifications of past, present and future economic trends

B. Major components of career decision making
   1. View and discuss major points of World of Work
   2. Discuss latest employment statistics and future employment predictions
   3. Gathering information for decision-making process

II. Self-Assessment

A. Needs - broken down into both group and individual priorities

B. Interests and experience - (CPP)

C. Abilities - self rated and according to CPP

D. Values

E. Goals

III. World of Work Information

A. Understanding theory of job clusters

B. Understanding basic work values and how these help organize job clusters

C. Understanding basic work tasks and how these help organize job clusters

D. Matching abilities and interests to job clusters

E. Using latest political and economic developments to predict future job trends - Example: (1) Equal Opportunity Employment Act; (2) Move toward service type rather than production based economy

F. Using resources to study the World of Work

IV. Information About Post-Secondary Education & Training

A. Orientation to fundamental differences of various programs
   1. Prerequisites necessary

B. Available financial assistance

C. Resource material available

V. Pre-Employment Information

A. Job hunting - available resources

B. Resumes and applications

C. Interviews

D. Ways of getting job related experiences

PLACEMENT

JOB PLACEMENT

Telephone Procedures

Job Placement is a total team effort. When an employer calls your office or the school he or she expects an efficient, business-like response. This is a reasonable expectation. Therefore, it is important to have an established procedure for handling these calls. It is important that all personnel taking employer calls are aware of the procedure. Secretaries, receptionists and student assistants should be familiar with the procedure which would emphasize the proper channeling and routing of a message to insure rapid response. The employer expects it.

Business and industry spend considerable time and money or telephone training for their employees, because the telephone is often the only point of contact with customers and the public. Efficient use of this means of communication is deemed vital. This is an area where many schools need improvement.

The Job Order Form

The Job Order Form is an efficient and flexible device for gathering essential data on job openings over the phone. Properly completed by you or someone else it has the essential information needed to match the applicant with the job and it eliminates time consuming calls to the employer for further information.

Knowing exactly what the employer wants frees you to seek applicants even if you did not talk to the employer. Without a job order form the placement process is mired in a waiting game -- the employer calls, you are out, a student assistance leaves a message for you, you return to make the call, the employer is away and by the time you reach the employer to find out what is wanted all the students have gone and you are stuck at your telephone trying to reach them at home; or - you, the employer, the applicants and the job will just have to wait until tomorrow.

A job order from contains the following information needed to fill any job and should be used by anyone taking a job order from an employer: (See APPENDIX for sample form)

* Company name, address, telephone number.
* Company representative placing job order and his/her phone extension.
* A general location of the company or directions to the company.
* Person to ask to see when applying for the job - often <u>not</u> the person who called in the job order.
* Name of the position available, full-time or part-time, how many people are needed and date they are to start.
* The work schedule - days, hours.
* The wages - a specific hourly or salary rate, or a starting pay or a range before sending applicants.
* Description of duties - specific duties person will perform.
* Equipment and machines to operate - this is a good time to explore height/weight requirements, machines, tools.
* Working conditions - heat, cold, damp, noise, etc.
* Special requirements - any minority and affirmative action requirements.

* Additional comments - from the employer, about the employer.

The back of the form consists of the following information:

* Company name and position available.
* Date applicant referred to company.
* Code - school identification, etc.
* Applicant's name and telephone number - for later follow-up etc.
* Comments, follow-up -- anything relevant to applicant's interview - hired, no show, pending, etc.

The Job Match

A school-based placement effort can succeed if student and employer needs are met. The employer relates to anything that saves time and money. By pre-screening for suitable job applicants the school can save the employer time and money. Student data is essential for proper pre-screening. The screening process involves:

* Determining employer requirements (Job Order Form)
* Screening student data for applicants meeting general requirements.
* Interviewing applicants meeting general requirements to determine:
  * Does student meet specific requirements?
  * Does student really want to work? (Many give lip service to working but it doesn't go beyond that)
  * Are there any extra-curricular or outside activities that would interfere with the work schedule? (Employers become irate when a good employee quits for track, baseball, band, etc. Many young employees become disenchanted with constant week-end work schedules.)
  * Do the parents approve?
  * Does the student have an appropriate and reliable means of transportation?

* Is the student academically, intellectually and emotionally suited to the tasks required? Mismatching is doing a disservice. Underemployment is just as frustrating as its opposite.
* Are your candidate(s) for referral really suitable for the job? It is necessary to be candid in this appraisal. Have you been objective in assessing the needs of the employer and in your selection of candidates? Are you playing favorites?
* If your pre-screening process results in a determination that you don't have any suitable candidates contact the employer and inform him or her immediately. The employer will appreciate your candor as well as not being left in mid air. A brief explanation of your problem and an expression of your willingness to assist in the future will go far to assure a future job order. Deliver fast and efficient service -- it will pay off.

The Referral Process

* Have you and the employer established a referral procedure? Time, place, etc.

* Do candidates know the: Who? What? When? Where? Why? and How?...Don't make assumptions - make sure they do!

* Do candidates have a referral card or introductory letter?

* Do candidates have a procedure to follow in case an unexpected emergency prevents them from going on time to the interview? Don't be suprised if some of your referrals are no-shows. The more experience you have in pre-screening the lower the no-show rate. No-shows generally fall into the categories of "Lip Service" or "Sheer Panic". Learn to weed out the "Lip Service" types and help out the "Sheer Panics."

* Do you have a procedure to follow-up with the employer?

* Do you have a procedure to follow-up with the referral?

* Does the referral have an evaluation and follow-up procedure following the interview?

Job Development

For many reasons business people and educators do not necessarily speak the same language, share the same beliefs or view

the world in the same manner. Those whose concerns are primarily with pedagogy and process often miss the mark when communicating with those who are concerned with product and profit.

Success in job development and placement requires positive kinds of communication with those outside of education. Simply stated, this is a sales effort and often an effort that school personnel find uncomfortable - even disdainful. However, this task has and is being successfully accomplished by the application of some basic sales techniques that get results.

Techniques that get results are basic and simple. That's why they work! A word of warning - Don't be lulled into complacency by seeming simplicity. Knowing is not DOING. Only by DOING can you get results.

The following outline should serve as a guide to the basic areas to be addressed.

A PRACTITIONERS LIST OF BASIC DO'S AND DON'TS

"DO"

* Be Positive - It's infectious and builds confidence in you and the prospective client - positive actions yield positive results.

* Be Realistic - Don't delude yourself, the employer or the job seeker. You'll be sorry if you do.

* Be Honest - It's still the best policy - No joke!

* Sell Service - Convince the employer you can save the company time and money - See that you do.

* Look and Listen - The employer has much to say if you will listen. Non-verbal body language offers many clues.

* Plan you Work and Work your Plan - An oldie but goodie that gets results.

* Know your Product - Don't find out the hard way.

* Know the Labor Market, Labor Laws re: Wages and Hours - You owe it to the employer and the job seeker.

* Follow-up all referrals and placements - This should be obvious

"DON'T"

* Oversell - The first deadly sin - everybody pays the price for this one. Offer what you can deliver - deliver what you offer.

* Be Negative - The employer will furnish enough negatives - if any.

* Refer Without Facts - Be sure the job is open and know what qualifications are asked for.

* Refer Blindly - Always pre-screen for a mutually acceptable job match.

* Let a Job Remain Vacant - Find some way to fill it. The employer will love you. If impossible to fill notify the employer as soon as possible.

* Offer Unwanted Advice - Unless you want to close out the client.

* Be Conned or Used by Employers - Know your boundaries and stay within them.

* Be Conned or Used by Students, Teachers, Administrators, Parents, Relatives, etc. - Everybody is trying to work for something. Know your guidelines and priorities - Don't budge.

FOLLOW-UP

FOLLOW-UP

Follow-Up

Follow-up provides a tool to assess programming, measure effectiveness and gather fresh data on student performance and perceptions. This is a benign form of accountability which has implications for program modification, alteration and redesign.

The committed, concerned, caring and curious make maximum use of this tool. Others too often go through the motions and the data is collected but never examined or used in a positive way. Since the State of Ohio, Department of Education, Division of Guidance and Testing is the source to turn to for assistance in the area of follow-up development, implementation, interpretation and follow-through, little mention of specifics will be made here.

* Do you have follow-up data?
* Are you getting the kind of data you need?
* How is it used?

The comments that follow are from graduate follow-ups. What needs are expressed that could have been met prior to graduation? What categories do they fall in? What types of programming and activities could you design to meet these needs?

SAMPLE COMMENTS

VII Comments and Questions

Fill in present address and phone no.

Address _____
Street City State

ZIP Code

Phone _____

THANK YOU! ANY QUESTIONS CALL JOB PLACEMENT 379-5240

"If this questionnaire profits people then the time it takes to fill it out is worth the while."

"I appreciate you sending me this questionnaire very much. Maybe it will give me a start in the direction I want to go. Thank you."

"I would be interested in almost any employment which requires special training. A job with a future, a civil service job would be the ultimate!"

"If you have any knowledge about applying for a Govt. or city job such as in the Post Office I would appreciate your furthering the information on to me. Because I would like to complete college and money is always a continuous problem in furthering ones education thank you."

"I'd like to train to be a dental assistant, but, have no money to take training."

"I would like to know where I could get some information on getting some aid for I could go to school: The money am making now isn't enough to pay for schooling and pay my bills. My parents can't help me very much, because he only makes 9,000 a year: So if you could find me some information on a loan, I would be grateful. Thank You."

"I've been looking for a job for 8 or 9 months and keep hearing the same thing, "You've got no experience--We can't hire you." If I never get hired I'll never have any experience."

"Why are women offered only waitress or store clerk jobs? I want a job that does not discriminate against my age, sex, or other marital status. Is there such a job? I do not want to be treated as if I was stupid. Most newspaper ads want "experienced" people. How can I become "experienced" if I am offered slave jobs and then they still won't hire me?"

"Can you make someone give me a job?"

"I hope that you help me bacause by it being 11 people in one house and only 1 1/2 checks coming in. And we are only getting food to eat when we need more than food. I have'nt worked since school was out in 1974. I go to the Employment office every Thursday and around to other places mostly everyday. My father's not working he get's laid-off every winter. My mom's the only one working and she has a waitress job. Her money is hardly enough. Thank you."

"I would like some further information on some job openings. The place I'm working at presently does not have a promising future. I could use some help in finding a better job."

"I'm really interested in finding a new job with better money. I really don't mind how hard the work is as long as it pays well. I would like the job as soon as possible. Thank-you for your time."

"Not really sure. But for a fact, I want a job where I can prove myself, and work myself up. Bigger & better. Not a job that dead ends, at $2.20 an hour."

"My whole life is ahead of me, all I want is a start. Thank you."

"I am soon to get married and I am going to be a father (of a boy). If I could get better job I would really be thankful for it. Sincerely yours"

"why and what good is this. I am transfering to Kent State and am headed twords an industrial arts majir. 'Im looking for a part time job."

"I am working 2nd shift - 4pm - 12:30am, and have to drive over 50 miles per day. I would like to find a job closer to my home."

"I am going to open my own arts and crafts shop next fall. I would like to work in one before then, so I can learn how to run a business like that."

"I have long hair and I wonder if this a factor. I have a good record."

"I have had two jobs since I graduated making $2.00 per hr. cashiering. The first one I lost due to a store fire, and I got fired yesterday from the second for mysterious, trumped up reasons. I am very disgusted with the whole situation. I need a new job making enough money to save and go back to school with and pay my bills."

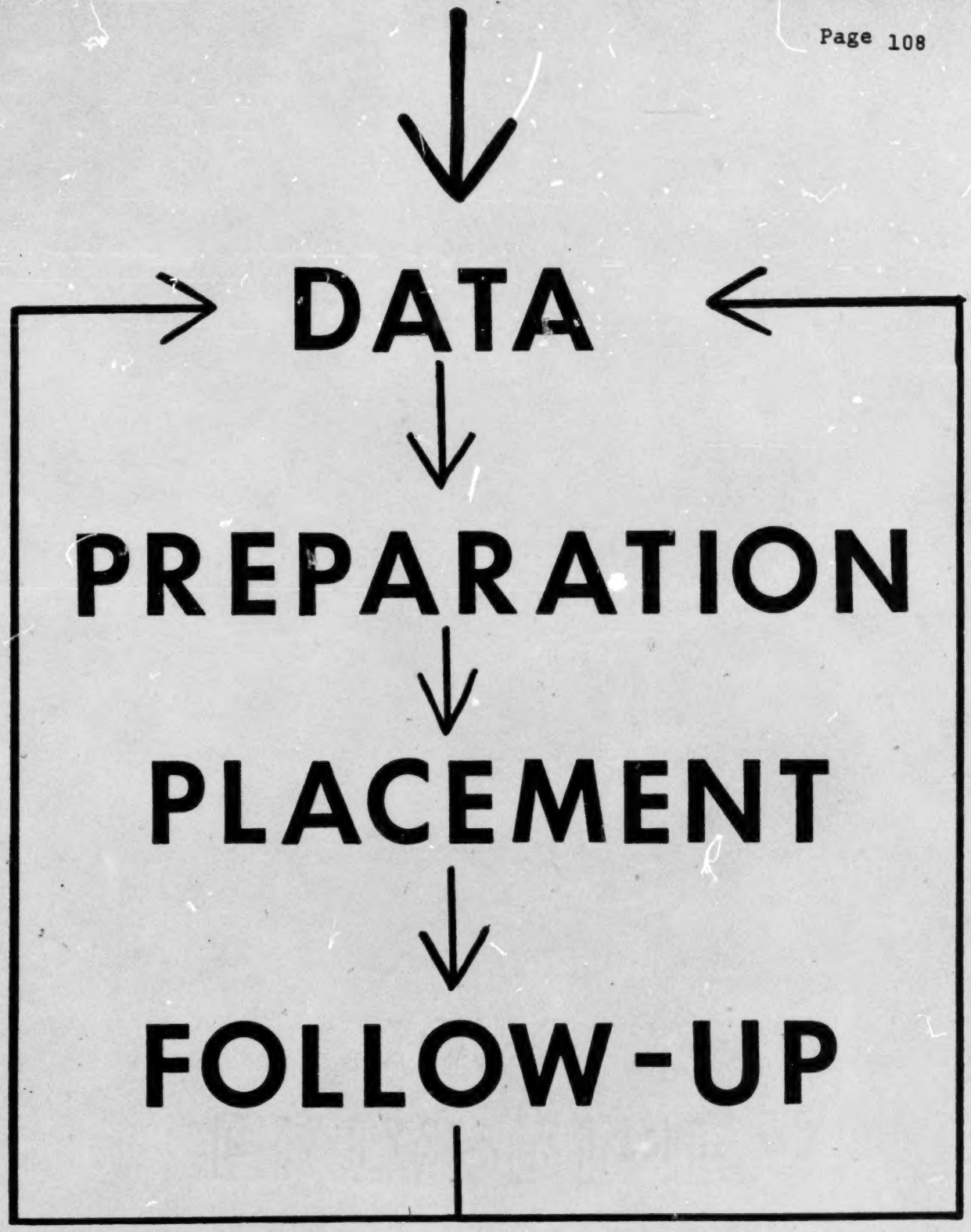
"If you can help me first I would need more money. And if you were to check school records, it seems if thow I were a problem child, "The school didn't give a damn aboute" the school has done nothing to help understand me or the others. There are other facts I would like to talk to you about home at 6:00, work from 7:00-4:30."

"I really am interested in relocating out in Colorado or Arizona. If you could send me information on job opportunities out there I would really appreciate it. Construction, Meat Cutting, Butchering, Apprenticeship in any field."

"I would like an out-of-state job. Am interested in Ship & Receive Clerk and such. Any interesting good paying jobs will be good for me to look at. Have one call."

The follow-up component completes a placement process cycle and provides input for the generation of a new cycle.

FOLLOW-UP


DATA
PREPARATION
PLACEMENT
FOLLOW-UP

APPENDIX

Grade Section

PERSONAL NEEDS SURVEY

Name

PURPOSE: To plan school and community activities that will best benefit you, we are asking that you respond to each item listed below as it relates to you. Please read the directions carefully.

Please list your 5 favorite activities or things you like to do:

1)_____

2)_____

3)_____

4)_____

5)

DIRECTIONS: 1) Read each item, and in the left hand columns, mark X if that item represents a strong or moderate personal need for you. If not, leave that column blank and go on to the next item.

2) If you mark X in either the strong or moderate column, then move to the right hand column and mark X if that need is either not being met at all, or if it is only partially being met. Meeting this need is not dependant on just your counselors, but on parents, teachers, friends, etc., also.

3) If any item is not a strong or moderate need for you, or is already being met, leave the right hand column blank.

Strg Need	Mod Need	I NEED:	Not Met	Part Met
		1. To understand my abilities, interests, & other characteristics		
		2. To understand, accept, and like myself better.		
		3. To develop confidence in myself		
		4. To understand how my feelings affect my behavior.		
		5. To be more accepting of my physical appearance.		
		6. To know more about my strengths and weaknesses.		
		7. To understand my standardized test scores.		
		8. To understand what I can realistically achieve.		
		9. To understand my religious beliefs.		
		10. To understand more about love.		
		11. To understand more about the use/abuse of drugs (alcohol).		
		12. To become more tolerant of persons whose views differ from mine.		
		13. To know how the things that are important to me affect my career choice.		
		14. To understand the impact of work on my life.		
		15. To know more about possible careers and the world of work.		
		16. To become more aware of educational alternatives after high school.		
		17. To become aware of career training offered in my high interest areas.		
		18. To know how the courses I am taking relate to my career plans.		
		19. To know about financial aids available for education or training after high school.		
		20. To know how to prepare for careers in which I am interested		
		21. To know how important people influence my career choice.		
		22. To develop a flexible career plan		

Strg Need	Mod Need		Not Met	Part Met
		23. To talk to a counselor about my career plans.		
		24. To have my parents involved in my career plans.		
		25. To talk with people employed in my high interest areas.		
		26. To get some on-the-job experience in my high interest areas.		
		27. To do an in-depth exploration of jobs in my high interest area.		
		28. To have actual on-the-job experience to know what it is like to be employed.		
		29. To know what jobs are available locally.		
		30. To know where to start looking for a job.		
		31. To know how to apply and interview for a job.		
		32.To obtain part-time and/or summer work.		
		33. To become aware of the employment outlook in my high interest areas.		
		34. To set my goals in life.		
		35. To learn to tell others how I feel.		
		36. To be a better listener and respond better to others.		
		37. To state my own views.		
		38. To have better relationships with teachers.		
		39. To have better relationships with other students.		
		40. To know how to get along with members of the other sex.		
		41. To develop friendships with both sexes.		

Strg Need	Mod Need		Not Met	Part Met
		42. To know how to get along with my family.		
		43. To have someone listen to me when a problem arises.		
		44. To learn to tell others how I feel.		
		45. To better understand teachers		
		46. To better understand adults.		
		47. To become more accepting of others.		
		48. To build trusting relationships with others.		
		49. To be a better listener when someone needs my help.		
		50. To select more courses by myself.		
		51. To know more about high school graduatinn requirements,		
		52. To find courses rele ant to my future,		
		53. To receive help in selecting my courses,		
		54. To find courses which are appropriate to my needs.		
		55. To know how to assess and evaluate my goals,		
		56. To learn how to make decisions		
		57. To learn how to adapt to a changing world.		
		58. To understand the impact of my sex and/or race on my career choice.		
		59. To understand the changing roles and expectations of men and women.		
		60. To get to know my counselor better.		

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS
JOB PLACEMENT DEPT.

HI!

WE ARE INTERESTED IN WHERE YOU ARE AND WHAT YOU ARE DOING. IN ORDER TO HELP YOU WITH YOUR CAREER, WE WOULD LIKE YOU TO FILL OUT THIS SHORT QUESTIONNAIRE.

PLEASE FILL IT OUT AND MAIL IT BACK TODAY! A POSTAGE STAMP HAS BEEN PROVIDED FOR RETURN MAILING.

HAVE ANY QUESTIONS?
Call Job Placement
379-5240

DIRECTIONS:
1. USE PEN OR PENCIL.
2. PRINT
3. ANSWER ALL QUESTIONS.
4. MAIL TODAY!

I PRESENT EMPLOYMENT STATUS

a. ☐ Full-time (30 hours or more per week)
☐ Part-time (less than 30 hours per week)
☐ Unemployed

b. Kind of Job (Mark only one)
☐ Apprenticeship
☐ Sales-Clerk and Cashier
☐ Clerical-Office
☐ Food Service and Restaurant
☐ Technical
☐ Managerial
☐ Laborer
☐ Mechanical
☐ Housewife
☐ Armed Forces _____ Branch

c. Place of Employment
Company Name _____
Address _____ Street _____ City _____ State

d. Job Description _____
Title _____

e. How did you get your job?
☐ School Job Placement ☐ Friend
☐ State Employment Agency ☐ Relative
☐ On my own ☐ Other (Specify)
_____

f. How long have you been on your present job?
☐ Less than 1 month ☐ 1-2 months
☐ 2-3 months ☐ 3-4 months ☐ 4-5 months
☐ 5-6 months ☐ more than 6 months

g. Approximate weekly earnings
☐ $0-$24 ☐ $25-$49 ☐ $50-$74
☐ $75-$99 ☐ $100-$124 ☐ $125-149
☐ $150-over

II TRAINING INTERESTS

a. Are you interested in training in another area?
☐ Yes ☐ No.

b. If yes, indicate which area:
☐ Auto Body
☐ Auto Mechanics
☐ Carpentry

TRAINING INTERESTS (con't.) Page 2

☐ Civil Service
☐ City
☐ Educational
☐ Government
☐ Other (specify)

☐ College — ☐ 2 yr. ☐ 4 yr.
☐ Commercial Art ☐ Medical
☐ Cosmetology ☐ Military
☐ Drafting ☐ Office Work
☐ Electricity-Electronics ☐ Sales
☐ Dental ☐ Secretarial
☐ Drafting ☐ Tech. Schools
☐ Machine Trades ☐ Other _____

c. Are you a high school grad? ☐ Yes ☐ No

d. If no to above, are you interested in:
☐ Completing high school
☐ Night School
☐ High School Equivalency (GED)

III PERSONAL DATA

a. Marital Status
☐ Married ☐ Single ☐ Divorced
☐ Separated

b. Do you have children? ☐ Yes ☐ No
How many? ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

c. Where do you live?
☐ with parents ☐ rent own apt.
☐ own a home ☐ other (specify) _____

d. Number of people living in your household
☐ father ☐ mother ☐ sisters
☐ brothers Total _____

e. Your Birthdate _____month _____day _____year

f. Age Now _____

IV EMPLOYMENT INTERESTS

a. Do you plan on changing jobs?
☐ yes ☐ no

b. If yes, describe briefly job desired
_____

c. How much money do you need to make per week? $_____

V TRANSPORTATION

a. Do you have transportation? ☐ yes ☐ no

b. Type: ☐ own car ☐ bus ☐ family car
☐ other (specify) _____

VI TRAINING AND EDUCATION

a. Have you taken any further education or training since high school? ☐ yes ☐ no

b. If yes to above, check which type:
1. College (name) _____
☐ full time ☐ part time
☐ public ☐ private
2. ☐ Adult Evening School
3. ☐ Art School
4. ☐ Business School
5. ☐ Nursing School
6. ☐ Technical School
7. ☐ Trade School
8. ☐ Cosmetology School
9. ☐ Other (specify) _____

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |

FOLD UP AND SEAL **SEE BACK**

VII Comments and Questions

Fill in present address and phone no.

Address _____
Street City State

_____
ZIP Code

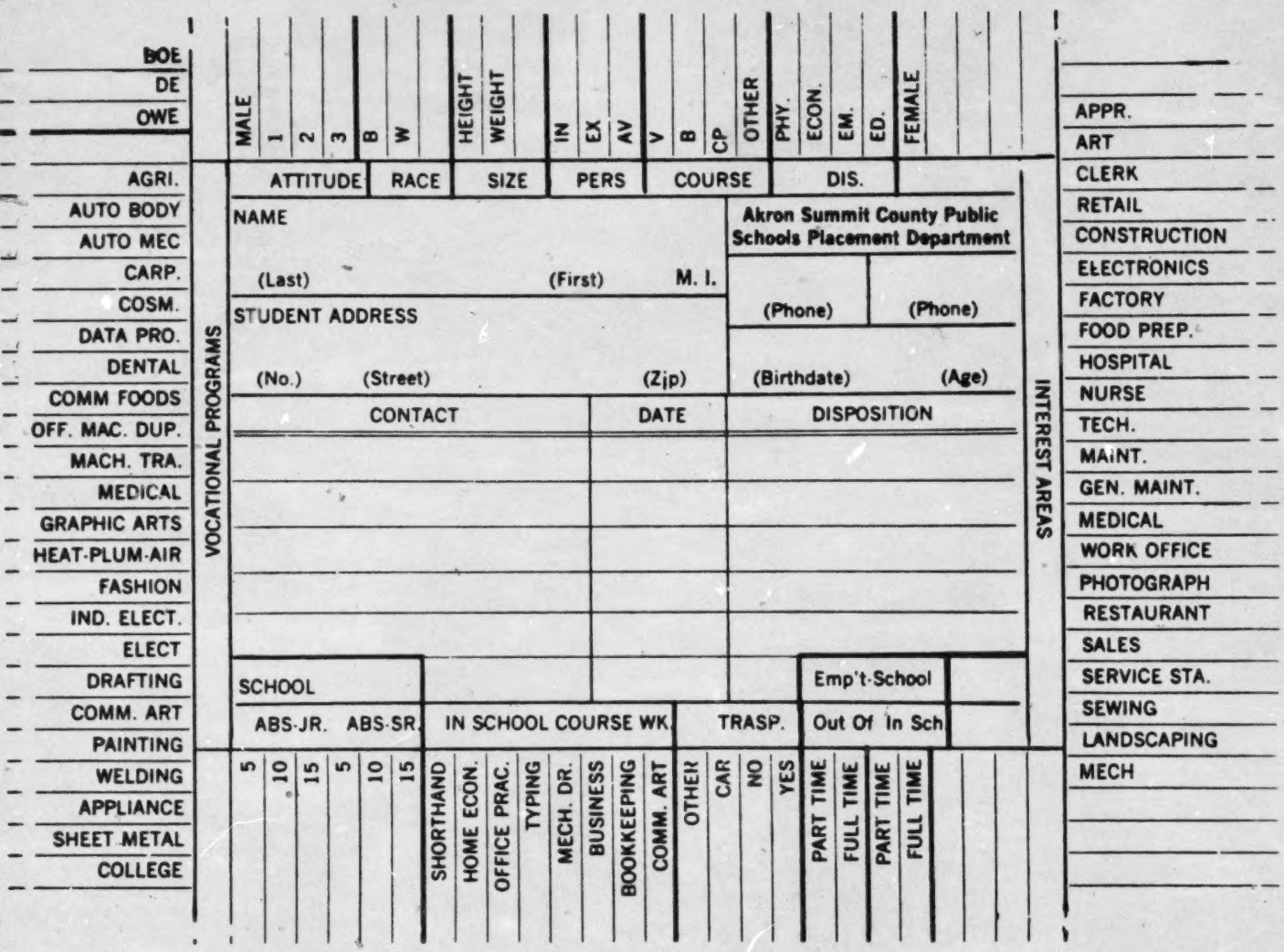
Phone _____

THANK YOU! ANY QUESTIONS CALL JOB PLACEMENT 379-5240

SUMMIT COUNTY
BD OF ED
JOB PLACEMENT DEPT
482 GRANT ST
AKRON OH 44311

SAMPLE STUDENT DATA COLLECTION FORMS

MODEL CARD


BOE
DE
OWE
MALE
1
2
3
B
W
HEIGHT
WEIGHT
IN
EX
AV
V
B
CP
OTHER
PHY.
ECON.
EM.
ED.
FEMALE
ATTITUDE
RACE
SIZE
PERS
COURSE
DIS.
NAME
(Last)
(First)
M. I.
Akron Summit County Public Schools Placement Department
(Phone)
(Phone)
STUDENT ADDRESS
(No.)
(Street)
(Zip)
(Birthdate)
(Age)
CONTACT
DATE
DISPOSITION
SCHOOL
ABS-JR.
ABS-SR.
IN SCHOOL COURSE WK.
TRASP.
Emp't-School
Out Of In Sch
5
10
15
5
10
15
SHORTHAND
HOME ECON.
OFFICE PRAC.
TYPING
MECH. DR.
BUSINESS
BOOKKEEPING
COMM. ART
OTHER
CAR
NO
YES
PART TIME
FULL TIME
PART TIME
FULL TIME
VOCATIONAL PROGRAMS
AGRI.
AUTO BODY
AUTO MEC
CARP.
COSM.
DATA PRO.
DENTAL
COMM FOODS
OFF. MAC. DUP.
MACH. TRA.
MEDICAL
GRAPHIC ARTS
HEAT-PLUM-AIR
FASHION
IND. ELECT.
ELECT
DRAFTING
COMM. ART
PAINTING
WELDING
APPLIANCE
SHEET METAL
COLLEGE
INTEREST AREAS
APPR.
ART
CLERK
RETAIL
CONSTRUCTION
ELECTRONICS
FACTORY
FOOD PREP.
HOSPITAL
NURSE
TECH.
MAINT.
GEN. MAINT.
MEDICAL
WORK OFFICE
PHOTOGRAPH
RESTAURANT
SALES
SERVICE STA.
SEWING
LANDSCAPING
MECH

AKRON-SUMMIT COUNTY JOB PLACEMENT DEPARTMENT
482 GRANT STREET; AKRON, OHIO 44311
Phone: 379-5240

Office Index _____ _____ _____ _____ _____ _____ _____ _____ _____

Please Print

School:_____ Grade:_____ Date:_____

Name:_____ Phone:_____
(Last) (First) (Middle Initial)

Address:_____
(Number & Street) (City) (Zip Code)

_____/_____/_____/_____/_____/_____
(Sex) (Height) (Weight) (Age) (Birthdate) (Social Security Number)

1. Are you now in a vocational or work program? No_____ Yes_____

   (If yes, list program):_____

2. Have you completed a vocational program? No_____ Yes_____

   (If yes, list program):_____

3. Do you plan to attend college this fall? No_____ Yes_____

4. Have you taken a college entrence exam? No_____ Yes_____

5. Have you applied for acceptance at a college? No_____ Yes_____

6. Have you been accepted by a college or other training institution for further studies or training? No_____ Yes_____

   (If yes, list college or institution):_____

7. Are you presently working? No_____ Yes_____
   (If yes, list place of employment):

   _____ _____ _____
   (Company Name) (Street Address) (Your Job Title)

   _____ _____ _____
   (Date Started) (City & Zip) (Hours Per Week)

8. If you are not working, have you applied for work during the past two months? No_____ Yes_____
   (If yes, list the most recent place to which you have applied):

   _____ _____ _____
   (Company Name) (Street Address) (Job Applied For)

   _____ _____ _____
   (Date Applied) (City & Zip) (Full or Part-Time)

9. What type of employment are you interested in?
   Summer Only: Full-time_____; Part-time_____
   Permanent: Full-time_____; Part-time_____

10. List three areas of job interest in order of preference:

_____

_____

_____

11. Are you willing to work weekends if required? No_____ Yes_____

12. List any special training or skills you possess. (typing, carpentry, etc.)

_____

_____

_____

13. List job experiences and former employers. (Paid or voluntary jobs)

Date Month & Year	Name & Address of Former Employer	Salary	Job Title	Reason for Leaving
From:_____ To:_____				
From:_____ To:_____				
From:_____ To:_____				

14. How would you get to and from work?
    Own car_____; Family car_____; Friend's car_____; Other (specify)

_____

15. Comments:_____

_____

_____

_____

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS JOB PLACEMENT DEPARTMENT
482 GRANT STREET AKRON, OHIO 44311
Phone 379-5240

PRINT ALL INFORMATION
ALL INFORMATION WILL BE KEPT CONFIDENTIAL

I. PERSONAL DATA

1. Name_____

2. Current Address_____
number street city state zip

3. Phone_____

4. Soc. Sec. No. _____ _____ _____

5. Last School Attended_____ Last Date Attended_____

II. PRESENT EMPLOYMENT STATUS

I AM NOW WORKING:

6. Full time (30 hrs. or more per week) _____

7. Part-time (Less than 30 hrs. per week) _____

8. Unemployed _____

III. EDUCATION

9. Check High School Or Post High School Courses You Have Taken. Write The Course Number In The Spaces Below:

10. _____
11. _____
12. _____
13. _____

(1) Shorthand
(2) Chemistry
(3) Physics
(4) Industrial Arts
(5) Bookkeeping
(6) Mechanical Drawing
(7) Typing
(8) Office Practice
(9) Home Economics
(10) Art II
(11) Other (Specify)

14. Do You Plan On Continuing Your Education? Yes_____ No_____

15. Where Do You Plan To Continue Your Education? _____

IV. EMPLOYMENT INTERESTS

16. If Unemployed, Are You Actively Seeking Employment? Yes_____ No_____

17. If Unemployed, Have You Ever Held A Job Before? Yes_____ No_____

If Seeking Employment, Indicate Interest Areas Of Jobs You Would Accept. Pick 3 - Put The Number Of Your Choices In Blanks Below.

(1) Apprenticeship
(2) Auto Body Mechanic
(3) Civil Service
(4) Commercial Art
(5) Construction
(6) Electronics
(7) Factory Work
(8) Food Preparation
(9) General Maint.
(10) Grocery
(11) Hospital Technician
(12) Hospital Work
(13) Landscaping
(14) Machine Shop
(15) Military
(16) Office Work
(17) Restaurant Work
(18) Retail Store
(19) Service Station
(20) Sewing
(21) Other (Specify)

Full Time	Part Time
18. _____	21. _____
19. _____	22. _____
20. _____	23. _____

24. If You Have Any Skills, Abilities, Hobbies Or Experience That Would Relate To Your Job Choice List Below.

_____

_____

25. List Any Employment You Would Not Accept. _____

26. Do You Have Transportation? Yes _____ No_____
Type - Own Car_____ Bus_____ Family Car _____ Other (specify)_____

V. ADDITIONAL INFORMATION

_____

_____

DO NOT WRITE BELOW THIS LINE

VI. REVIEW/COMMENTS JOB PLACEMENT SPECIALIST:

_____

_____

AKRON-SUMMIT COUNTY JOB PLACEMENT DEPARTMENT
482 GRANT STREET AKRON, OHIO 44311
Phone: 379-5240

PLEASE PRINT School_____ Grade___ ALL INFORMATION IS CONFIDENTIAL

Name_____ Phone_____
(last) (first) (middle initial)

Address_____ Zip_____
(number) (street) (city)

Sex_____ Race_____

Height____ Weight_____

Birth Date_____ Age___

_____
(Social Security Number)

1. Now in vocational program: (circle) CWE, NYC, IOE, DE, COE, DCT, Other_____
2. Are you working? Where?_____
   What is your job title?_____
3. Have you applied for work in last three months?___
   Where: _____
   _____
   _____
4. Do you have your own transportation?___ If other, specify_____
5. Are you interested in working during the school year?___ After graduation?____
6. If now, hours you are able to work: afternoon, evening, weekend, other_____
   _____
7. Job experience: (Include all paying jobs, temporary and volunteer jobs)
   _____
   _____
   _____
8. Job preference: (Circle any jobs you would take if available)
   A. Stores: sales, cashier, stock clerk, clean-up, other_____
   B. Restaurants: cashier, waiter, waitress, cleaning tables, cook, janitor, dish washer, other_____
   C. Offices: typing speed____ shorthand speed____ receptionist, bookkeeping, filing, other_____
   D. General labor: gas stations, factory or shop, other_____
   E. Other jobs:_____
9. Machines you can operate: (circle) sewing machine, typewriter - speed_____
   Office machines_____
10. Shop machines, special tools_____

11. Circle all courses you are taking or have taken: Typing, Shorthand, Bookkeeping, Accounting, Home Economics - foods, Mechanical Drawing, Shop courses_____

12. What are your interests, hobbies, and special skills?_____

_____

13. Plans after graduation:_____

If going on to college, will you need to work?_____

14. Self evaluation: (complete chart below)

		VERY GOOD	GOOD	FAIR	POOR
What school subjects are your strengths and weaknesses?	SUBJECTS				

COMMENTS: _____

_____

_____

_____

_____

_____

_____

STUDENT REGISTRATION FOR EMPLOYMENT

Date	Name	
Year Grad.	Last First Middle	
Birthdate	Address Zip	
Social Security #		
Homeroom	Section of City	PICTURE
Dismissal Time		
Attendance	Occupation of Father	ATTACHED
Grades		
Phone	Occupation of Mother	
Height		
Weight	Living with Parents Yes No	
Health Defects		
Typing WPM	Now Working Yes No Where	
Sh. Hand WPM		
COE Yes No	List Special Skills, Interest	
DE Yes No	LIST YOUR WORK EXPERIENCE BELOW	
Vo. Tech. Yes No	Where employed Position How long	
Driver Lic. Yes No		
Exp. Cashier Yes No		

CHECK ( ) JOB AREAS IN WHICH YOU HAVE THE MOST INTEREST:

1	Auto Mech.	5	Stock Work	9	Health Service	13	Custodial
2	Office	6	Delivery	10	Printing	14	Child Care
3	Cashier	7	Constr. Trades	11	Drafting	15	Other
4	Sales Clerk	8	General Labor	12	Food Service	16	

Last	First	MI	Age	Grade	Location		Job Prefer.	Typ	S.H.	D.L.

REFERRALS

Employer	Position	Date	Contact Official	Result	3 Mos. Follow-Up	6 Mos. Follow-Up

Notes:
Date

Date

Date

Date

Check Which Apply:

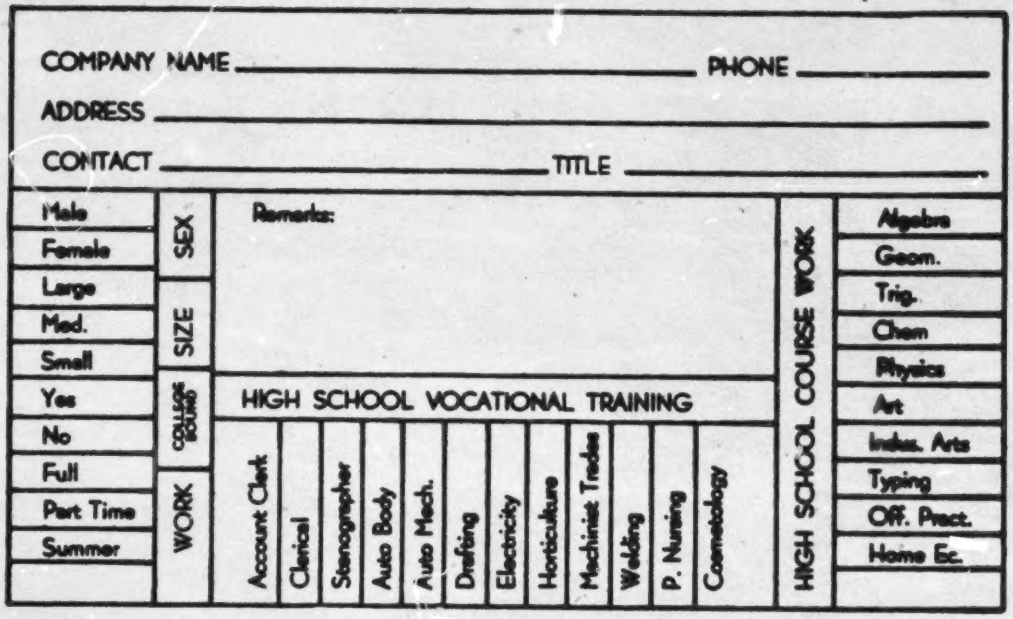
- Part-Time Work
- Full-Time Work
- Temporary Work
- Summer Only

Check Which Apply:

- Have Driver's License
- Own Car ☐ Motor Bike
- Have Use of Family Car
- Public Transportation

SAMPLE FORMS FOR RECORDING EMPLOYER DATA

SAMPLE EMPLOYER DATA CARDS



(1-2) Contact Month

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	2	3	4	5	6	7	8	9	10	11	12

EMPLOYER CARD

Company Number (3-6)_____

Company Name (10-34)_____

Address (10-34) Number Street

(10-34) City State Zip

Telephone (73-79)_____

SIZE (36)	HIRES (37)	HIRES	AGE	HIRED (50-57)
	Graduate			Student No
1. 1-5___	1.F.Time___	(40)Dropout___	(46) 16___	
2. 5-20___	2.P.Time___	(41)H.S.Grad___	(47) 17___	
3. 20-25___	In-school(38)	(42)Disadv.___	(48) 18___	
4. 50-100__	1.F.Time___	(43)Voc._____	(49) ov 18__	
5. ov 100__	2.P.Time___	(44)Ph.Hand___		
	Summer (39)	(45)S.L._____	Sex	
	1.F.Time___		M_____	
	2.P.Time___		F_____	

(38)

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	2	3	4	5	6	7	8	9	10	11	12

Employer Survey

Date _____ (month) 19____

Company Name _____

Address _____ City _____ Zip _____

Contact Person _____ Title _____

Telephone _____ Business Hours _____

Type of Business _____

1. Kinds of Jobs in This Company | Skills Required | Full/Part Time

(M) (F) _____ _____ (FT)_____ (PT)_____

(M) (F) _____ _____ (FT)_____ (PT)_____

(M) (F) _____ _____ (FT)_____ (PT)_____

(M) (F) _____ _____ (FT)_____ (PT)_____

2. Age Requirements: under 16_____ 16 to 18_____ over 18_____

3. Work Hours _____ Days Per Week _____

4. Wage Range _____ Hourly_____ Salaried_____ Overtime_____

5. Opportunity for Advancement: Yes ( ) No ( )

6. Company Benefits:

Insurance - Life ____
Health ____
Accident ____
Paid Vacation ____
Overtime Pay ____
Parking ____
Sick Leave ____
Paid Holidays ____
Other _____

7. Would This Company Hire:

	FT	PT	TEMP.
High School Students	___	___	___
High School Dropouts	___	___	___
H.S. Co-op Students	___	___	___
Handicapped Students			
Mentally	___	___	___
Physically	___	___	___
Behaviorally	___	___	___
Students under 16	___	___	___
H.S. Graduates	___	___	___

8. Would This Company Provide:

Resource People Yes ( ) No ( )
Field Trips Yes ( ) No ( )
Job Exploration Experiences(PECE) Yes ( ) No ( )
Co-op Training Stations Yes ( ) No ( )

9. COMMENTS: _____

INDUSTRIAL CONTACT INFORMATON SHEET

Company name _____ Date --_____

Location _____

Contact person _____ Phone _____

Service or product of company _____

How old is the company? _____ Union required? _____

Is company expanding or planning to expand? _____

Total # employees in company? _____ Total # supervisors ____

employed as office personnel _____ Mechanics _____

Apprentices _____ Trainees _____ Helpers _____

Laborors _____ Sales _____ Co-operative work study _____

What types of working conditions should a prospective employee expect? _____

Must employees travel? _____ Do shift work? _____

Meet established quotas? _____

Does the company offer a company training program? _____

Apprenticeships?_____ Continuing education incentive _____

Length of service before qualifying _____

What is the percentage of office turnover _____ worker turnover ___

Trainee turnover _____ Sales _____

General employment outlook now _____ 3 mo._____6 mo ____ 1yr.__

General employment outlook for:

Full time _____ Part time _____ Co-op _____

Early school leavers _____ Technical Grad._____ College ____

What restrictions are placed on early school leavers, if any?_____

_____

What types of tests are given to applicants? _____

What high school records are needed from the high school? _____

_____

What entry level positions are now open?

*1.*_____

*2*_____

*3.*_____

Are other positions open? _____ *May the Placement coordinators be notified of these positions when they become available?* _____

What qualifications should a prospective employee possess? _____

_____

Salaries and progressive steps.

Starting _____ *after 3 mo.* _____ *6 mo.*_____ *1 yr.*_____

5 yrs. _____

Advancement steps. _____

_____

What are the company benefits? _____

_____

What are the disadvantages of working with your company? _____

_____

What, in your opinion, is the basic lack of high school students when applying for a job interview?

EMPLOYER JOB ORDER FORM

EMPLOYER JOB ORDER

Date: _____
Taken By: _____

Company _____ Telephone _____ Co. Rep. _____ Ext. ____

Address _____ Zip _____ Gen'l Location/Dir. _____

Person to see _____ _____

Position open _____ FT ( ) PT ( ) Male ( ) Female ( ) #Needed _____ Date start _____

Work schedule _____ Wages _____

Description of duties _____

Equip. & Machinery to operate _____

Working conditions _____

Special requirements _____

Additional comments _____

_____

_____

(BACK)

Company _____

Position _____

Date Referred	Code	Applicant	Telephone	Comments, Follow-up